

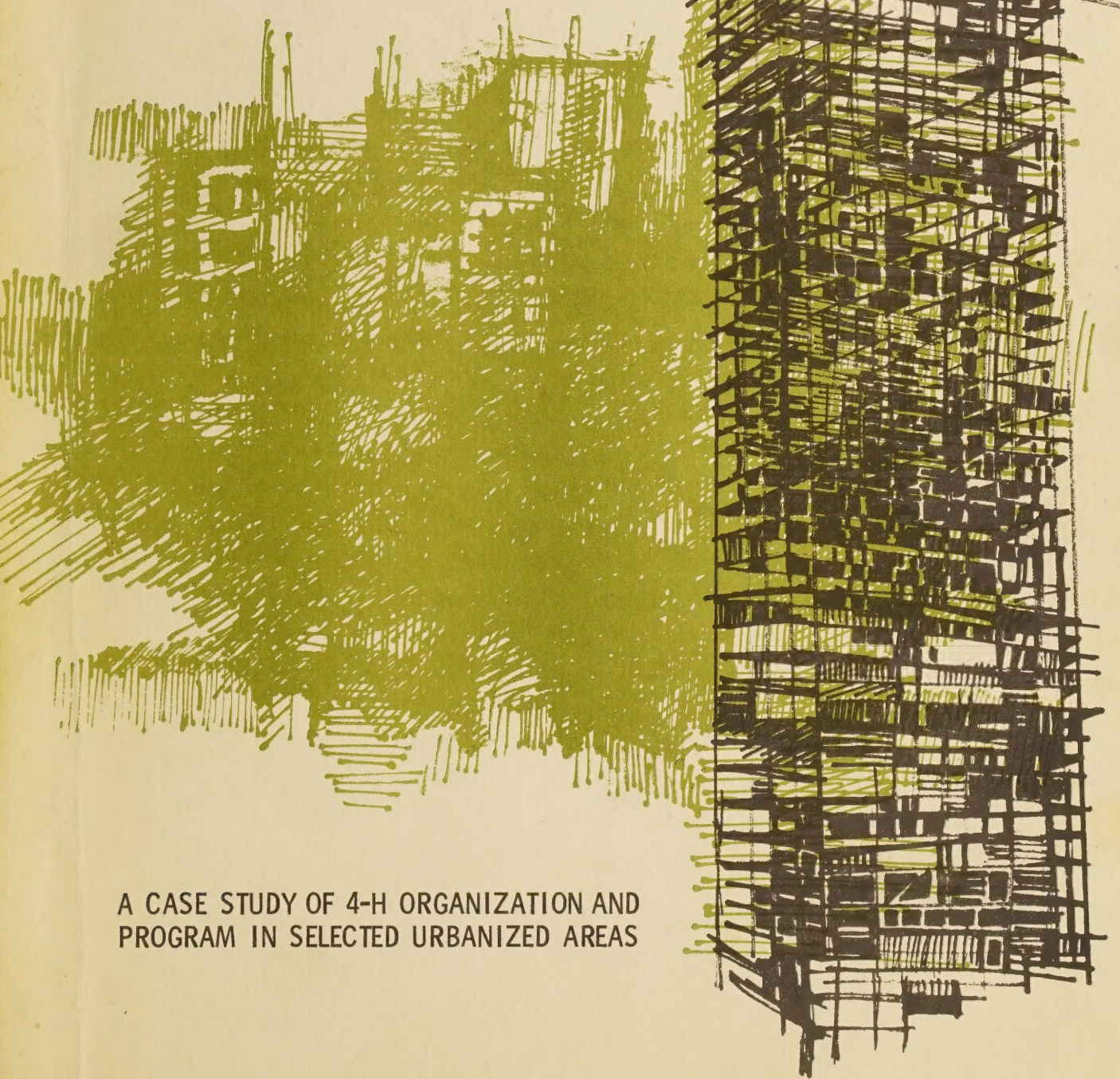
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4-H IN URBAN AREAS

A Case Study of 4-H Organization and Programs in Selected Urbanized Areas

By Emory J. Brown

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4-H IN URBAN AREAS

**A Case Study of 4-H Organization and Programs
in Selected Urbanized Areas**

**By Emory J. Brown
Pennsylvania State University**

and

**Patrick G. Boyle
University of Wisconsin**



**Published by National 4-H Club Foundation
Washington, D.C., 1964**

This book is the complete report of 4-H in Urban Areas:
A Case Study of 4-H Organization and Programs in Selected
Urbanized Areas. Copies of the "Condensed Report" are
available from the National 4-H Club Foundation. These
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Universities and the U. S. Department of Agriculture. The
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PREFACE

"Four-H Club work has been a successful method of working with young people for more than 50 years. Priority has been given in the past to the needs of farm youth, but Extension must interpret its responsibility as also applying to young people in rural non-farm homes and in suburban or urban families... Extension's responsibility must be interpreted as a compelling challenge to develop programs and projects that meet the needs and interests of young people, regardless of place of residence."

This general statement of clientele orientation is contained in the Youth Development Section of "A Guide to Extension Programs for the Future," developed in 1959 by task force groups of the Extension Committee on Organization and Policy (ECOP).

In 1961 ECOP appointed an Ad Hoc Committee on 4-H Club Work in Non-Farm Areas, with the following specified purpose: 1) to appraise the present 4-H programs and operations in non-farm areas, and 2) to appraise the needs and interests in 4-H work in such areas.

As a part of its study program, this committee conducted a mail questionnaire survey to determine the extent and general nature of 4-H Club work in the 309 counties of the United States which had urbanized areas. The results were published in "A Survey of Urban 4-H Club Work in the United States 1962," Extension Service Circular 542, United States Department of Agriculture.

To provide further insight into 4-H in urban areas, a detailed study was conducted of 4-H club programs in six selected areas. This research report details the procedures and findings of the study. It will be of particular interest to students and academicians interested in research procedures, detailed analysis and considerations for further research. A popularized summary, more useful to youth workers interested in program information and implications, has been distributed to State Extension offices (available on request also from the National 4-H Club Foundation.)

This special study was financed through a grant by the Ford Foundation to the National 4-H Club Foundation, under whose supervision the research was completed. Other phases of the Ad Hoc Committee's work have been made possible through funds from the Sears-Roebuck Foundation. Appreciation is expressed to these Foundations for their interest in 4-H and this total study program.

Hopefully, this research report will prove useful in future efforts to develop constructive educational programs for youth in urban communities.

Ad Hoc Study Committee on 4-H Club Work in Non-Farm Areas of Extension Committee on Organization and Policy--

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Marvin Anderson, Iowa State University
Emory Brown, Pennsylvania State University
Mylo Downey, Federal Extension Service
Grant A. Shrum, National 4-H Club Foundation
Russell G. Mawby, Michigan State University,
Chairman

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The authors are grateful to the many individuals who made significant contributions in planning and conducting this research project. Their cooperation made this study an enjoyable and rewarding experience.

Special appreciation is extended to the following:

1. Staff of National 4-H Foundation, with special recognition to Mr. Grant Shrum, Director; Mr. Ted Hutchcroft, Information Director, and Mrs. Marge Clarke, Secretary.
2. Department of Agricultural Economics and Rural Sociology at Pennsylvania State University with special recognition to Dr. M. E. John, Department Chairman; secretaries Peggy Bierly and Dody Britton, and statistical clerks Naomi Gallagher, Brenda Taylor and Donna Bechdal.
3. Department of Agricultural and Extension Education at the University of Wisconsin, with special recognition to Dr. W. T. Bjoraker, Department Chairman; Ted Freeman, Research Assistant and secretaries Phyllis Willoughby, Ann Jackson and Susan Kafka.
4. State staff personnel from the six states included in the study, with special recognition to the State 4-H Leaders, namely, Dr. Russell G. Mawby, Michigan; Wilbur Pease, New York; Dr. Thomas Walton, Georgia; Mr. Frank Graham, Missouri; Mr. C. G. Staver, Colorado, and Mr. Burton Hutton, Oregon.
5. County Extension staffs in the eight areas included in the study.
6. Participants in the study from each area, including 4-H members, 4-H leaders, local governmental officials, local advisory committee members, representatives from other youth agencies, local civic officials and school administrators.
7. Editor Jack G. Brown, State College, Pa.

Special thanks and appreciation is extended to the Ad Hoc Committee on 4-H Club Work in Non-Farm Areas of the Extension Committee on Organization and Policy. The authors are also deeply indebted to the Ford Foundation for the financial support for this study.

And last but most important, the authors are grateful to their understanding wives, Beverly Brown and Mary Ann Boyle.

Emory J. Brown
Patrick G. Boyle

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INTRODUCTION

The 4-H Club Program

The 4-H club program is one phase of the informal educational activities of the Cooperative Extension Service. This organization is a cooperative arrangement between the United States Department of Agriculture, the state land grant universities and county governments. In addition to 4-H, the program includes adult training in home economics and agriculture. Although some control is exerted at federal and state levels, the program is planned and carried out primarily by the county extension staff with the guidance and assistance of local volunteer leaders.

In 1914, Congress passed the Smith-Lever Act which provided federal support for the cooperative extension work in agriculture and home economics including boys and girls work. The name 4-H was not used nationally until about 1930.

Prior to 1914, groups of boys and girls met to study agriculture in the natural environment around their school or home community. The "grassroots" initiation of 4-H club work was usually linked with the public school system, but with the passage of the Smith-Lever Act, state land grant colleges added professional workers to service boys and girls club work both within and outside the schools.

Many state leaders in 4-H during its early years were recruited from staff in elementary education. "Learn by doing" has been a symbol of 4-H over the years, to explain the practical applied philosophy of the program. The individual project is the major program emphasis.

Of 2, 224, 444 members in 4-H in 1962, 48.3 percent came from farm homes, 30.7 from rural non-farm areas and 21 percent from urban homes.¹ There are approximately 33 million boys and girls in the United States of 4-H club age, that is 10 to 19. Thirty-nine percent of the farm boys and girls, 7 percent of the rural non-farm and 2 percent of the urban boys and girls were 4-H members in 1961.²

The average age of 4-H members is 12.4 years. This has remained constant since 1958. From 1955 to 1958 there was a steady decline in the average age of 13.3 in 1930. The average age at which members first joined has declined from 11.3 in 1930 to 9.7 in 1961. This trend is probably due to some states dropping the minimum age requirements below 10. A higher dropout rate among older youth could also be a contributing factor.

The average length of membership is 2.7 years and this has remained constant for the past 10 years.

¹ Statistical Summary of 4-H Club Work, 1962, U.S.D.A., F.E.S., E.R.T.

² Statistical Summary of 4-H Club Work, 1961, U.S.D.A., F.E.S., Extension Service Circular 540, July 1962.

There were 422,704 local leaders in 4-H club work in 1961, a drop of 966 leaders over 1960. Prior to 1960 there had been a consistent increase in the number of leaders going back to 1935. In 1961 there were 107 leaders per professional agent. Each of the 4-H clubs had an average of 4.5 leaders.

In 1961, the equivalent of 3,967 full time professional agents worked on the 4-H program. This was an average of 576 members per agent. Since many county staff members have responsibilities for both 4-H and the adult program, many more than 3,967 staff were working on the youth program.

The male staff has generally been trained in agriculture and reared in rural areas. Almost all female staff members major in home economics. They too usually have rural backgrounds.

The purpose of 4-H has traditionally been regarded as vocational training in agriculture and home economics.

Changes in the Clientele

From the early beginning of the Cooperative Extension Service, the 4-H program was associated with farm boys and girls and farm and home oriented projects. Today the majority of the 4-H members are from rural non-farm and urban homes. This change in clientele is largely explained by both demographic and organizational factors.

When the Smith-Lever Act was passed in 1914, creating the Cooperative Extension Service, about one-third of the people lived on farms (34.6 percent).³ Today less than one-tenth do (7.7 percent, April 1962). There were 14.3 million farm people in 1962 compared with 32.1 million in 1910. Hence, there has been not only a relative but also an absolute decline in numbers of farm youth. The fastest growth in population has taken place in and around large metropolitan areas. In 1910, 45.7 percent lived in urban areas. Today about 70 percent of the U. S. population is classified as urban.

The purpose of the Cooperative Extension Service as stated in the Smith-Lever Act was to diffuse information on agriculture and home economics to the people of the United States. Administrators generally interpreted extension's first responsibility to be to farm and rural youth. Supporting groups at federal, state and local levels have primarily an agricultural orientation, and therefore have tended to develop a vested interest in the extension service. However, there has been considerable effort recently to extend the program to urban youth insofar as resources permit. The organization has developed close ties with local publics and receives partial financial support from county governments. Many counties on the periphery of cities were once predominately farming areas but have recently shifted to an urban population. In many counties farm youth have become practically non-existent. Since the basic unit of the organization is the county level, staff members have attempted to enroll the youth in 4-H in these newly urbanized areas.

Trends in 4-H enrollment have followed the shifts in place of residence of the U.S. population. In 1942, 81.6 percent of the 4-H members were from farm homes. By 1962 the percentage had dropped to 48.3. The proportion of total members from urban homes has increased in the past 10 years from 12 to 21 percent. In a recent survey it was found that 89 percent of the large urban areas of the United States have 4-H clubs.⁴

³ Vera Banks, C. L. Beale, and G. K. Bowles, Farm Population Estimates for 1910-62, U.S.D.A., E.R.S., E.R.S., 130, October 1963.

⁴ Laurel Sabrosky, A Survey of Urban 4-H Club Work in the United States. F. E. S., U.S.D.A., Extension Circular 542, April 1963.

Little evidence is presently available to assist staff members in making decisions about the youth program that best fits the urban situation, nor to we know very much about the ability of the Cooperative Extension Service to adapt its program to this new clientele. Proven guidelines for extending the program are seriously lacking. Administrators need evidence on which to base decisions about allocating resources to extend the program to the urban area. We do not know the attitudes of supporting groups with respect to serving urban youth. Lacking a body of tested knowledge about conducting urban 4-H programs, staff members tend to continue the traditional program - or to experiment on a trial and error basis.

The Problem

In order to gain a greater understanding of 4-H work in urban areas, a study was conducted of the 4-H program and organization in selected metropolitan areas of the United States. The general problem can be defined as that of determining the extent to which the 4-H program of the Cooperative Extension Service has been adapted to an urban clientele. While specifically focusing on the youth organization and program, this study was designed so as to contribute to a greater understanding of how organizations in general adapt to the environments in which they function. The findings should be especially relevant for other segments of the colleges of agriculture which are attempting to adapt programs and organizations to the needs of an urbanized society.

Objectives

A number of questions about 4-H in the urban areas guided the formulation of specific research objectives. The questions raised were: (1) What is the organizational structure through which the program is implemented? (2) What are the means or resources available to conduct the program? (3) What are the purposes or goals of the organization in serving urban youth? (4) What are the attitudes of internal staff and the external supporting groups about serving the urban clientele? (5) What is the external public's appraisal of the urban youth program? (6) With what organizations or groups does the organization create linkages in the urban areas? (7) What are the characteristics of internal staff and the public being served by the organization? (8) How successful has the organization been in developing a youth program for an urban clientele?

The specific objectives are:

1. To describe the structure and functioning of the 4-H organization in urban areas.
2. To determine the characteristics of 4-H members, leaders and professional staff in urban areas.
3. To determine perceptions and appraisals of the 4-H organization and program in urban areas from: (a) state and county Extension staff, (b) 4-H leaders, (c) 4-H members, (d) local governmental officials, (e) local Extension advisory groups, (f) civic leaders, (g) school administrators, (h) staff in other youth groups, and (i) the general public.

THEORETICAL FRAMEWORK

Introduction

The Cooperative Extension Service is a complex organization. It is staffed by about 15,000 professional people who are assisted by about 1 million local people who help to plan and carry out an informal educational program. This organization has three major levels: the federal, state and county. There is a complex network of formal and informal social relationships. At the federal level the organization is linked to the United States Department of Agriculture, a part of the federal government. At the state level it is linked directly to the land grant college or university. At the county level it is linked to county government and has varying kinds of ties with local groups and organizations. The federal level of the organization has salient bureaucratic features. At the state level the organization is less bureaucratic, and at the local level the bureaucratic dimensions are least evident.

The Federal Extension Service exists primarily to provide administrative and professional assistance to the states. The federal professional staff is relatively small, only a few hundred; it serves to coordinate the activities of the various states. The staff has relatively little power over the states even though it administers the funds supplied by Congress for operation of the Extension Service.

Approximately 40 percent of the financing for the Cooperative Extension Service comes from the federal government.¹ These federal funds are allocated on the following basis: About four percent is allocated for financing the Federal Extension Service. Of the remainder, 20 percent is allocated to the states on an equal basis; 40 percent is given to the states on the basis of the proportion that their rural population is to the total rural population of the United States, and the other 40 percent is distributed on the basis of the proportion that the farm population is to the total farm population of the United States.²

The state level organization includes a staff of administrators, supervisors and specialists. Their principle function is to coordinate and administer programs in the various counties of the state and supervise professionally trained agents who work with a local sponsoring board or group.

The local unit is organized on a county basis so that almost all counties have staff members trained in agriculture and home economics. About 20 percent of the funds for operating the organization are provided by county

¹ For the fiscal year 1963, the total budget of the 51 Cooperative Extension Services in the United States was \$177,932,013. The sources of these funds were 37.7 percent from the federal government, 39.3 percent from the state government and universities, 21.3 percent from county governments and 1.7 percent from other sources.

² Smith-Lever Act, as revised, October 5, 1962

governments. Although there is a large variation from one state to the other, approximately 40 percent of the funds for the state Extension Services are appropriated by state governments. County funds are appropriated through and administered by a sponsoring board or group; in some states funds are appropriated and administered by the governing body of the county.

Sower points out that the state office is a direct subunit of the land grant university administration, and the county office is a cooperative unit between the university and the county government; they are two quite distinct types of organizations and have to be analyzed separately.³

The purpose of the Extension Service as defined in the Smith-Lever Act of 1914 is "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same." The key term which defined clientele is "the people of the United States." Many people have cited this phrase as justification for expanding the program into urban areas. While the original purpose of the organization was conceived as increasing production of farm products and developing homemaking skills among adults as well as youth, the purpose is more and more being defined as not only increasing productivity on farms but also extending the program to problems of marketing and general social and economic development of rural and urban areas.

Theoretical Models

Two major theoretical models are dominant in literature about large scale organizations: the "rational model" and the "natural system model." In the rational model conception, the organization is conceived as an "instrument," as a rationally conceived means to the realization of explicit group goals.⁴ The structures have been rationally established for the efficient realization of these purposive goals. Organizational behavior is viewed as consciously and rationally administered; policy decisions are developed by use of the scientific method. Changes in organizational patterns are strategically made to improve the overall efficiency in attaining organizational goals.

This is a "mechanical" model so that the organization is a patterning of modifiable parts, each of which can be rationally manipulated in order to increase organizational efficiency. Efficient information gathering, improved communication processes, and changes in the bureaucratic structure are methods of improving efficient attainment of goals. Max Weber has been the chief exponent of the rational model.

The natural system model, as developed by Selznick, Parsons and Loomis, regards the organization as a "natural whole." The organism has several needs. The announced overall goals of the system is only one of several important needs to which the organization is oriented. The organizational parts or sub-systems, are seen as emergent institutions that can be understood only in relation to the diverse needs of the total system. The organizational needs include those of survival as well as to maintain equilibrium, in addition to accomplishing the explicit goals.⁵ Because of the strain toward survival,

³ Christopher Sower, The Land Grant University Development Organization in Transition: The Case of the Cooperative Extension Service, Michigan State University, 1962.

⁴ Merton, Broom and Cottrell (eds.) Sociology Today, Ch. 18, "Organizational Analysis" by A. W. Gouldner, New York, Basic Books, 1959, pp. 400-27.

⁵ Ibid., p. 405.

sometimes the organizational goals may be displaced by other necessities of the system. The organization then becomes an end in itself and has needs that must be satisfied. This dimension must be considered in organizational analysis. This natural system model focuses on the organization as a whole in which there is interdependence of the parts.

Organizational structures are viewed as spontaneously generated. Changes in the organization are cumulative, relatively unplanned, and are adaptive responses to external forces in the equilibrium of the system as a whole. Decisions on problems are made on the basis of shared norm and values which have become internalized in the organizational participants. The primary focus is on the efforts of the system to maintain some degree of equilibrium in the face of and in response to internal and external forces. Rational manipulation of the structure to improve efficiency is de-emphasized in favor of evolutionary growth, conforming to natural organizational laws. Organizations are human strategies designed to achieve certain objectives--these objectives are the intended goals or intended consequences, maintaining itself internally and adapting to the environment.

Most organizational analysts use elements from both rational and natural system models, either implicitly or explicitly. Each has strengths and weaknesses. The rational model focuses on the characteristics of modern bureaucratic organizations, namely rationality. It tends to overlook the non-rational characteristics, such as informal group, needs of sub-systems and loyalty to the organization. These features exist in bureaucratic as well as other organizations. On the other hand, the natural system model focuses attention on the unplanned interactional patterns and systems of belief that develop in rationally planned organizations, but it tends to neglect the distinctively rational features of formal organizations.

The natural system model was used as the dominant frame of reference for this study. The Cooperative Extension Service does not have the ideal characteristics or dimensions that are typically ascribed to bureaucracies. The bureaucratic concept would have some utility if the dimensions were placed on a continuum.⁶ The Cooperative Extension Service is conceived as an organization not only with explicitly stated goals but with needs of various sub-systems and overall system needs of homeostasis.

All social systems must solve four basic problems: (1) Adaptation-- the accommodation of the system to the reality demands of the environment, coupled with the active transformation of the external situation. (2) Goal achievement--the defining of objectives and the mobilization of resources to attain them. (3) Integration--establishing and organizing a set of relations among the member units of a system that serve to coordinate and unify them into a single entity. (4) Latency--the maintenance over time of the system's motivational and cultural patterns.⁷

Extension Organization as a Social System

Loomis defines the social system as follows: "The social system is composed of the patterned interaction of members. It is constituted of the interaction of a plurality of individual actors whose relations to each other are mutually oriented through the definition and mediation of a pattern of structured

⁶ See Richard Hall, "Concepts of Bureaucracies and Empirical Assessment," The American Journal of Sociology, July 1963, pp. 32-40.

⁷ Talcott Parsons and others, Working Papers in the Theory of Action, Glencoe, Illinois: The Free Press, 1953, pp. 183-186.

and shared symbols and expectations."⁸ The concept of the social system is almost universally applicable--to any patterned and normatively governed interaction. It is a versatile concept which can be used to describe social systems of just two participants, whole societies, or even the world society. The elements and processes are the same regardless of the organization being analyzed.

The following elements and processes as defined by Loomis have utility in understanding the adaptation of the Extension youth program to an urban environment.⁹

Beliefs: These refer to organizational "knowledge" from any source. This includes scientific knowledge or "knowledge" that social system members have by virtue of strongly internalized values. In Extension, such beliefs might include that of "science" and technical subject matter; belief in the efficacy of informal education, the demonstration method, development of voluntary leadership, as opposed to government action; the value of democratic procedures, and "grass roots" planning, with a minimum of control from state and federal levels. The national organization of county agents began with a policy statement opposing intervention of federal government agencies in local affairs.

Sentiments: These are feelings about an organization, program and people. They would include loyalty, morale and esprit de corps. Specialists and agents have identification with the organization and also with their particular profession. The relative strengths of these identifications influence the individual's commitment to an organization and, in turn, the organizational efforts at self maintenance.

Ends, Goals, and Objectives: In Extension, these might be education, economic betterment of the clientele, leadership development and adoption of practices. Ends, goals and objectives can represent changes or lack of change that members of social systems expect to accomplish through appropriate interaction. Ordinarily, goals are arranged in a hierarchy of priority; there are immediate goals and long range goals. One of Extension's goals might be defined as the improvement of the society in general, but first priority has been assigned, as noted in the Scope Report, to work with farm families and their problems.¹⁰ The program has been not only one of education but also one of service.

Norms: These are the rules or guiding standards that prescribe what is socially acceptable or unacceptable in the organization. One example is the permissiveness with respect to program planning on the county level. This is a manifestation of the relatively high degree of functional autonomy allowed sub-segments of the extension organization. Other norms include the rules and policies of the university, the relationships established between specialists and county staff, as specialists attempt to initiate programs, and the degree of backing that can be expected by county staff from district supervisors.

⁸ Charles P. Loomis, Social Systems, Princeton, New Jersey: D. Van Nostrand Co., Inc., 1960, p.4.

⁹ Ibid., Essay 1, pp. 1-56.

¹⁰ "The Cooperative Extension Service Today, A Statement of Scope and Responsibility", Subcommittee on Scope and Responsibility, P. A. Miller, Chairman, 1958.

Norms are also established with respect to clientele. Ordinarily, priority is given to agricultural people and problems; working with interested people rather than aggressively seeking clients is a commonly accepted mode of behavior. Other norms relate to the evaluation of role performance by superiors in the system for salary adjustments, promotions and transfers. Among organization members there is also an operating norm of reciprocity, or doing favors in return for favors, the building up of social capital to draw upon at propitious times.

Status Roles: These are what are expected of incumbents in various positions. There is an ordering of these positions in some form of status hierarchy providing for distribution of authority and influence. The major formal internal organizational roles are administrators, specialists and agents. Each position has a role set. That is, significant others are related to position incumbents so that the behavior of the people in various positions depend upon the expectations of these significant others, as well as the way in which the individual who occupies the position conceives his role. Hence, these people do not behave in some random fashion, but rather the behavior of members is patterned and predictable.

Social Rank: In Extension there are academic ranks, extra-academic ranks and informal rankings among peers and colleagues at all levels. These rankings are based on values and norms in the system, which may be formally specified, or which may be informal and/or traditional. At the county level, the county agent usually is designated to be in charge and has highest rank. A hierarchy of positions exist at the state and local levels. Informally, the secretary may be in charge on various issues by reason of greater seniority.

Power: Loomis distinguishes three kinds of power, which is defined as the capacity to control others. Authority is inherent in the position and legitimized by the organization; influence is based on inter-personal skills and personal characteristics, and coercion implies use of force or threats, defined as illegitimate. There are two elemental processes that go along with authoritative power in organizations, decisionmaking and initiation of action. Examples of the three types of power in Extension are: the orders of a county director in Extension to an assistant, obeyed because of legitimate authority inherent in his position; the influence of a home demonstration agent on the county agent in program planning, perhaps because she has more skill in planning, and the threats of a person in county government on a local agent to withdraw financial support unless the "program" is developed for a specific group of people.

Sanctions: These are rewards and punishments applied in social systems to influence norms, or to insure conformity to orders. Rewards and punishments are based on the degree to which members fulfill or violate organizational values and norms. Examples are promotion, discharge, social approval and disapproval, and withholding financial support.

Facilities: These are the means employed to reach the goals of the system. Examples are: automobiles, teaching aids, meeting places, awards, secretaries, offices, etc.

In addition to the elements there are master processes, which articulate or involve several or all of the elements. These occur in all organizations.

Communications: This refers to the transmission of information within the organization. This transmission can take place in the formally designated

channels or it may occur informally. Most extension services have a very effective informal communication network. There is communication at all levels, between levels, and between role incumbents at the same level.

Boundary Maintenance: This process refers to the efforts of organization members to preserve the organization's identity, or to maintain interaction patterns in the face of external threats. Examples at the state level would be the reluctance to change the name of Agricultural or Cooperative Extension, the reluctance to merge agricultural extension programs with general university extension, or the reluctance to merge with resident staff departments in some states. Examples at the local level are efforts to keep separate and distinct the various federal agency programs, and to claim and receive acknowledgment and credit for deeds performed by Extension efforts. The efforts to maintain the 4-H organization rather than provide services and resources to other youth groups would be boundary maintenance.

Systemic Linkage: This concept refers to the articulation of one or more elements of two social systems for a period of time. Most often this occurs because of common goals. When the goals are accomplished, the two social systems may resume separate identity or may stay together upon the establishment of additional common goals. Extension is linked to many other organizations at all three levels. For example, there are linkages of various kinds to the U. S. D. A., other federal agencies, government at all levels, universities, particularly land grant universities, county groups and farmer organizations. Traditionally there have been strong linkages between the Extension organization and farm organizations. The program has been of most interest to commercial farmers and their families. With the growth of programs in urban areas it becomes apparent that new linkages with different organizations are established by extension personnel.

The Cooperative Extension Service has a complex set of publics which it serves or cooperates with. There are the members or participants in the organization, such as 4-H members, homemaker club members and Dairy Herd Improvement Association members. These clients are the public in contact, the people who are technically outside the organization but have regular contact with the organizational staff. There is a complex set of advisory groups who help plan and carry out the program, especially at the county level. These are boards which share in decision-making about programs. Each county has one board with limited responsibility for personnel evaluation. Agricultural commodity organizations have a vested interest in the agricultural program and provide political support. There are also the members of the society in which the organization operates, the public at large, the reservoir of potential clients.

These publics often play a dominant role in assisting with the evaluation of the professional staff. There are special problems in recruiting, inspecting and evaluating the performance of these county experts. The expert's immediate superior is often unqualified to judge the performance of staff, which means that administrators must often depend upon persons outside the organization to judge the performance. Hence, the publics in contact with the Extension service are often the ones which are turned to for their judgment of the performance of the professional staff.

Social Control: Social control in the Extension organization is exercised through application of power and through the norms. There are both formal and informal aspects of social control. This control is exercised both vertically and horizontally in the organization.

Socialization: This refers to the specific organizational knowledge that is gained by members. There are both formal and informal processes by which members are socialized into the organization. Members of the system learn to play the roles expected of them as well as accept the values and ideology of the organization. There are formal training programs for members before they assume the job responsibilities, and of course, socialization occurs throughout the career of a status role incumbent. Socializing agents are superiors, peers and significant others, especially those with whom members interact daily. All organizations tend to screen the kinds of information that are transmitted in the socialization process. Persons assuming positions in the Extension organization have already been socialized to a large extent, their experiences and training prior to being inducted into the organization affect the ways in which they interpret and perform their roles.

Institutionalization: This is the process of patterning of relationships, of interaction, and of behaviors. Institutionalization has its positive aspects by routinizing the activities and stabilizing the expectations; it also has a negative aspect in that a certain amount of rigidification takes place and prevents adaptation to a changing environment.

The concepts serve as conceptual tools with which to analyze the Extension organization. They provide a frame of reference with which to view the various organizational components.

Let us take a look at the typical Extension organization. The labels may not be the same in all states but the functional arrangements are similar. The diagram consists of a hierarchical arrangement of status roles which reflect the processes of ranking, the allocation of legitimate power, and key linkages with external publics. At the federal, state, and local levels the organization has systemic linkages with various kinds of external publics, e.g. various levels of government, farm organizations, etc. The listings are illustrative rather than exhaustive.

Within the formal apparatus of the organization, "informal" groups exist, with goals, norms, ends and status roles of their own. The ends and goals of the smaller, more primary groupings may or may not be coterminous with the ends of the larger organization. There is a complex network of friendship groups among incumbents of similar status roles--specialists, county agents and home economists. Ranking and evaluation also take place in these groups.

The extension service may be viewed as a system of interlocking status roles. The status role concept links both psychological and sociological variables in social system analysis. An analysis of the status-role of the 4-H agent is central to the problem of this study. He is, in effect, a "gate keeper" with respect to the youth program. He tends to be the key person in initiating and implementing 4-H programs; he is the key person in extending the 4-H to urban areas. The success of the 4-H program in any county depends to a great extent upon his ability to identify, recruit and mobilize resources. This person may have various titles from one state to the other, such as 4-H Agent, Assistant Agent, Extension Home Economist, etc. Regardless of title, this person has major responsibility for the 4-H program.

EXTENSION ORGANIZATION AND SYSTEMIC LINKAGES

Federal LevelExternal Publics

Administrator
Deputy, assistants, etc.
Divisions

Congress, sub-
committees, other
departments, farmers
organizations, Bureau
of the Budget, rest of
U. S. D. A.
Land Grant College
Association

State Level

Dean of Agriculture
Director

Assistant Directors, regional supervisors

Specialists

External Publics

Legislature, University,
College of Agriculture,
Home Ec., other colleges,
farmer organizations,
Agencies of state govern-
ment, other U. S. D. A.
agencies, FES, Agri-
cultural Commodity
Groups, cooperative
organizations

Local Level

County Agent (Director, etc.)
Other Agents

External Publics

County government,
advisory groups,
farmer organizations,
4-H Leaders

Analysis of 4-H Agent Position

A complex set of forces determine the role of the 4-H agent in the organization. See the following diagram, "Factors that Influence the 4-H Agents Performance." We might categorize these influences into three parts: internal forces, that is, forces within the organization; external forces, influences upon the 4-H agent from outside the organization; and social psychological variables, variables which affect the way in which county agents define their roles and behave within these roles.

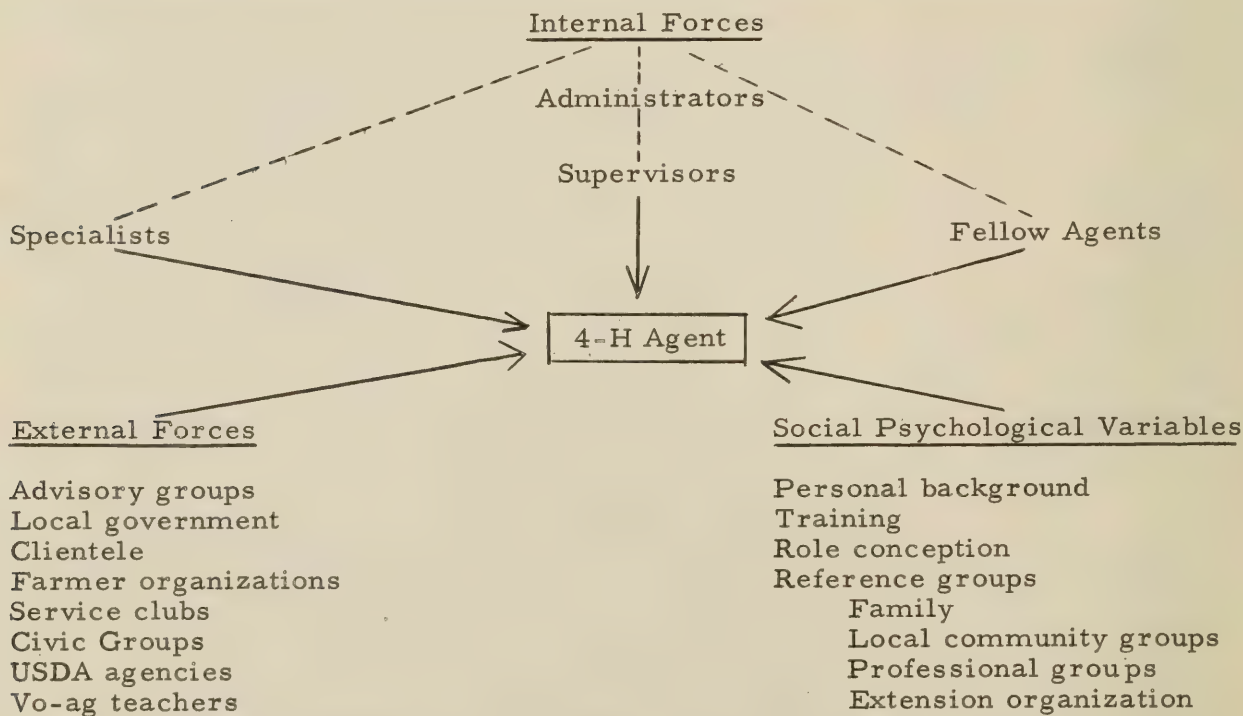
Internal Forces

From within the Extension organization, policies and other communications that originate at the state level affect the behavior of the 4-H agent.

Specialists on the state level also influence the 4-H agent by promoting their particular program and providing resources. It appears that the most influential specialists at the state level are those in the basic agricultural specialties-- animals, plants and soil, rather than the more peripheral specialists, such as those in social sciences and home economics. Administrators control the type of specialists made available at the state level. Administrators also affect the agent in that there are certain designated positions in the administrative hierarchy whose function is to evaluate the performance of the agent. Criteria used in evaluation are often not explicitly stated, but agents fill out statistical reports on number of farm visits made, number of meetings held, etc. The mutual expectations of the agents and the evaluators cannot help but shape the behavior of the agent.

Another influence on the county agent from within the organization is his relationship with his fellow workers on the county level. The suggestions and influences of the county agent in charge of the office and other agents help shape county 4-H programs and influence activities of the 4-H agent.

FACTORS THAT INFLUENCE THE 4-H AGENT'S PERFORMANCE.



External Forces

There are a large number of outside forces that also impinge upon the 4-H agent's position. This list is not exhaustive but merely suggestive of the many organizations and individuals whose programs and philosophies must be taken into account by the 4-H agent.

There are many local supporting groups of the 4-H agent and the Extension program, such as various kinds of Extension advisory groups; local governmental bodies, whose financial support is important; the 4-H leaders and members; farmer organizations, which are generally favorable to Agricultural Extension

work; civic and service slubs, which often support youth activities; other USDA agencies, such as Farmer's Home Administration and Soil Conservation Service, with whom Extension agents often work closely, and, in some cases, Vo-ag teachers. Most of these supporting groups have been agriculturally oriented or have held an agricultural image of Extension.

These groups have certain expectations of what behavior is appropriate for the 4-H agent. Their expectations have generally been that the 4-H agent is a purveyor of agricultural or home economics techniques and skills, and trains youth to be farmers and rural homemakers.

This complex of linkages with local groups permits the county unit of the organization to act with a high degree of functional autonomy--a tendency in any large organization. The county office is geographically separated from the state office; there is a traditional ideology that programs should originate at the local level. There should be a positive correlation between freedom from controls of the state level office and the proportion of county office financing by local groups.

Hence, the organization does not necessarily become a social system oriented to attainment of a specific goal. There might be many goals within the organization. Some of those developed by the administrators at the state level might be quite different from the goals developed by the staff and local people at the county level. Policies, goals and objectives defined at the state level must be applicable to varied kinds of situations. Goals at county level theoretically fit in with the overall goals of the state level office, but application requires redefinition or reinterpretation as changes occur in the organization, or the environment, or both.

Thus, as the organization begins to work with urban people as opposed to rural, there is a constant need to reappraise the original objectives and policies. Reappraisal of goals appears to be more difficult to measure objectively. Also, since the goals of the 4-H program are intangible and it is difficult to measure the products of the program, society finds it difficult to determine and reflect the acceptability of the program in urban areas. Signals that indicate unacceptable goals are less effective and perhaps longer in coming. Hence, the organization might coast on its reputation for a considerable length of time.

In an educational organization like Extension there is considerable pressure to adhere to the wishes of local constituents and to become subservient to their demands. This phenomena was illustrated in a study by Clark of the Adult Education program in Los Angeles.¹¹

Objectives were so broadly defined at the state level that almost any activity undertaken at the local level by professional adult educators was legitimate. Thus, the program became dictated by what people wanted. Adult education had a marginal existence within the public schools, with its administrative agencies forced to search diligently for a secure operational base. An organizational adaptation ensued that involved a transformation of values.

As 4-H moves into the urban areas, it might be logical to think of the situation confronting it as one of "youth organizational marginality." In order to be secure in an urban area the 4-H staff must seek support from many different groups and develop programs to fit whatever interests youth express.

Social Psychological Variables

The professional agent does not automatically behave in conformity with the expectations of significant others in and outside the organization. Many

¹¹ Amitai Etzioni, (ed.) Complex Organizations, "Organizational Adaptation and Precarious Values," by Burton R. Clark, pp. 159-167, Holt, Rinehart, and Winston, Inc., 1961.

times these expectations are in conflict or incompatible. Hence, the incumbent in the position of 4-H agent has certain conceptions of what responsibilities and duties he should assume; his personality is a factor in understanding what he does and how he does it.

The agent brings into the position his background and training. In most instances, this background is rural and the training has been in some technical phase of agriculture or home economics. Some male agents could not follow their original goal of farming themselves and instead became Extension workers. They might be called "vicarious" farmers. Indeed, some county agents are part-time farmers. With a rural background and training, agents commonly have internalized attitudes and values which fit those of rural people--attitudes about the importance of agriculture in the national and local economy. The ways in which they interpret their roles and behave in their roles are influenced by these attitudes and values.

Agents also have several reference groups that influence their role conception and performance. Some of these groups are the family, the church and other local groups of which the agent is a member. The professional groups to which they belong and with which they identify also influence performance. Agents might identify with their professional organizations as well as with the Extension organization. The criteria for judgment and evaluation in these groups may sometimes differ. Therefore, it is important to consider what factors motivate the 4-H agent and in what sorts of activities he gains recognition and professional advancement.

Hypotheses

A general hypothesis was developed for this study in the form of factors which facilitate and retard adaptation of the 4-H program to the urban environment.

The following factors would be expected to deter adaptation of the 4-H organization to the urban environment:

(1) the rural background, training and skills of the professional staff, (2) the agricultural orientation of the traditional supporting publics, (3) the materials and resources of the organization developed for a rural clientele, (4) the attitudes of administrators (5) the rural image of the organization as perceived by potential participants in urban areas, and (6) the complex organizations which compete for youths' time.

The following factors would be expected to facilitate adaptation of the organization to the urban environment:

(1) a personal commitment by staff members in urban areas to serving the needs of youth, (2) the experience, skills and educational principles developed by professional extension staff in rural areas which are transferrable to urban areas, (3) the local governmental officials who have a traditional rural orientation and who had experience with 4-H in earlier years, (4) the large numbers of youth in the urban areas, (5) the interest of local people with a rural orientation who have a favorable image of 4-H, and (6) the general fusing of rural and urban so that there is no longer a clearcut distinction between town and country.

REVIEW OF LITERATURE

This chapter presents a review of some of the research and literature concerning development of youth and youth programs. It is divided into seven parts: (1) the development of boys and girls,¹ (2) characteristics of 4-H members, (3) characteristics of members of other youth groups, (4) characteristics of 4-H leaders, (5) characteristics of leaders of other youth groups, (6) membership and programs of national youth organizations and (7) studies of 4-H Club work in urban areas. This literature provides an understanding of the characteristics of members and leaders who would probably be involved in 4-H programs in urban areas and their reactions to their educational experiences; in addition, an understanding of other youth groups is needed to determine possible organizational relationships and to understand the urban environment.

The Development of Boys and Girls

An individual has numerous contacts and experiences which have profound effects on his development. The home and family are recognized as having the most influence, however, other agencies such as school, clubs and organizations exert a certain effect on the development of the individual. As our society changes and evidence of strong family ties become less, it would seem that these outside agencies are playing a more important role in the area of personal and social development of youngsters.

Literature related to personal and social development translates the developmental period into various stages through which boys and girls pass. For the age range of 4-H membership this would include three stages. It would include late childhood (approximately six to twelve or thirteen years of age), early adolescence (twelve or thirteen to sixteen or seventeen years), and into the beginning of late adolescence (sixteen or seventeen to the early twenties.)²

Vincent and Martin, in discussing personal and social development during these three stages of maturation, noted the following characteristics and needs:

Later Childhood-- "... years during which the child can develop rapidly in independence of thought and action if his environment permits. As his circle of contacts widens and he feels increasing freedom from parental supervision, he meets the challenge of getting along with his peers largely by methods of trial and error... An important factor in the development of the child's ability to establish himself apart from his parents is the effect his peers have upon him. He depends upon them not only for companionship but even more for support in his gradual acquisition of independence from his parents... Self-identification and other phases of personal growth are not absolutely dependent upon experiences with groups of peers... There are some phases of social development, however, that take place more effectively through "gang" experience than without it. The ability to give and take in social inter-change, learning to accept criticism and maintain poise in the face of it, teamwork and cooperation are among these phases... "

¹Robert Barnes, "An Analysis of Personal, Social and Interest Patterns at Grades VI, IX, XII Existing Among 4-H Member Drop-Outs, and Non-4-H Member Boys and Girls in Five Wisconsin Communities". Ph. D. Thesis, University of Wisconsin, 1964.

²Elizabeth Lee Vincent and Phyllis C. Martin. Human Psychological Development. The Ronald Press, New York. 1961 pp. 185, 256 and 292.

Early Adolescence--"...during puberty (occurring on the average at about the ages of thirteen or fourteen) personal and social development is affected primarily by the youngsters' feelings. They are intensely aware of their physical appearance, especially as they feel it impresses other people... Following puberty, the 'inner' part of life is most important to the adolescent... his feelings about himself, his ideas of his traits and of his assets and liabilities, his notions of his childhood and past experiences, his beliefs and values, and his degree of conviction that he has a right to his own thoughts and a life of his own, and a right to make his own decisions and choices... The adolescent's attitudes toward himself are, in many ways, a product of his experiences with others. We have also implied that the individual's behavior toward others is a by-product of his attitudes toward himself..."

Later Adolescence--"...a period in which people are somewhat if not entirely on their own, offers them more opportunities to test themselves in their ability to manage their own efforts... Among the developmental tasks of adolescence are those of selecting and preparing for an occupation and thus achieving assurance of economic independence... Changes in personality accomplished in later adolescence are changes within the personality rather than development of a new personality... The older adolescent tries out ways of behaving which he feels may indicate differences in his personality... The typical late adolescent tends to be somewhat seriously concerned with the development of his ideals (standards of excellence), with clarifying his religious concepts, and with developing his own moral and ethical concepts... most adolescents tend to accept values and to behave in ways that are most expedient. Just as most adults do, they often reveal substantial differences between the religious, moral and ethical principles to which they give lip service and their actual behavior... The normally developing later adolescent has learned to know himself well enough to begin to be somewhat more concerned with other people than he had been previously..."³

Although the stages (phases) of development described in the preceding discussion tend to be arbitrary, the titles and age ranges of the various stages will vary from author to author. Most writers seem to be in reasonable accord when discussing the personal and social development and the needs of these various age groups. For instance, Jenkins, Shaeter, and Bauer⁴ divide the range of ages from ten to seventeen into three stages of maturation. These are: Late Childhood--six or seven through ten years; Pre-Adolescence--ten or eleven through thirteen and, Adolescence--approximately thirteen into the early twenties.

They note that the child of nine and ten tends to be "decisive, responsible, has a strong sense of right and wrong, he is a perfectionist, and his association with a gang of similar sex is strong." They further note that, "This age individual is more interested in his community and country than in fantasy, and is often outspoken and critical of adults."

³Ibid., pp. 199-201, 247-248, 272-290, and 297-323.

⁴Gladys Gardner Jenkins, Helen Shaeter, and William W. Bauer, Human Psychological Development. The Ronald Press, New York. 1961 pp. 185, 256, and 292.

His special needs that must be met for normal personal and social adjustment include:

1. Group membership.
2. Development of manual skills.
3. Organized group or club activities.
4. Guidance, support, affection and understanding of the family and adults outside the family.
5. Learn to get along with others and to accept those who may be different.
6. Learn how to meet and cope with competition.
7. Opportunities to take responsibility with adult support and supervision.

Of the "Pre-Adolescent", approximate age of eleven through thirteen, they say that, "... the gang interest continues, with boys remaining more loyal than girls; they often become overcritical, changeable, rebellious and uncooperative; there is much antagonism between boys' and girls' groups, and they are more interested in team games, pets, radio, comics, etc., than previously."

For this particular stage of maturation, Jenkins, et. al.⁵ list the following needs as being necessary for normal personal and social development:

1. Clubs and social group activities based on boys' and girls' needs and interests.
2. Affection and a sense of humor in adults.
3. Acceptance by their peer groups.
4. Opportunities for greater independence without pressure from adults.
5. Acceptance of a continued need for dependence upon adults.
6. Recognition of individual capabilities and abilities.

Turning to the "Adolescent", about age thirteen into the early twenties, these authors⁶ note the following characteristics that may be observed: "... exhibit emotional instability; are preoccupied with acceptance by the social group and with fear of ridicule; make an assertion of independence from the family; show interest in the opposite sex and in a search for ideals and in philosophical, ethical and religious problems."

The needs listed for normal personal and social development of the "Adolescent" include:

1. Acceptance by age-mates.
2. Opportunities for individual responsibility and decision-making.
3. Career guidance.
4. Organized group activities based upon group planning.
5. Kindly, unobtrusive adult guidance.
6. Help in keeping a balance between group and individual activities and interests.
7. Help in understanding why people feel and behave as they do.
8. Help in developing special skills and talents.
9. Help in recognizing and accepting individual differences.

While the preceding discussions have dealt primarily with needs and characteristics of the stages of maturation through which youngsters aged ten through seventeen would pass, a more recent development is that of the "developmental tasks" advanced by Robert J. Havighurst.⁷ He explains the "developmental task" as:

"... a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and a difficulty with

⁵ Ibid., pp. 294-300.

⁶ Ibid.

⁷ Robert J. Havighurst. Developmental Tasks and Education. David McKay Co., Inc. New York. 1961 ed. pp. 2-4 and 32-34.

later tasks... Developmental tasks may arise from physical maturation, from the pressure of cultural processes upon the individual, from the desires, aspirations, and values of the emerging personality, and they arise, in most cases, from combinations of these factors acting together... Some developmental tasks are practically universal from one culture to another, while others are found only in certain cultures or are defined by the culture of the society... The developmental tasks listed later are based on American democratic values as seen from a middleclass point of view..."

Although there are special times in life--"teachable moments"--when the tasks are most readily and easily learned, Havighurst⁸ notes that many of these tasks never end, but recur over a long period of time in varying but closely related aspects.

Rather than dividing the ages ten through seventeen into three developmental stages, as did the previously mentioned authors, he uses two groups. They are "middle childhood"--ages six to twelve--and "adolescence"--ages twelve to eighteen.

Middle childhood represents a period in the life-span of an individual which is characterized by three great outward pushes:

1. The thrust of the child out of the home and into the peer group.
2. The physical thrust into the world of games and work, requiring neuro-physical skills.
3. The mental thrust into the world of adult concepts, logic, symbolism and communication.

By the end of middle childhood the youngster has worked out his particular style and level in all three aspects.

Developmental tasks listed for middle childhood are:

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.

Havighurst⁹ defines "adolescence" as that period which consists primarily of physical and emotional maturation. The principal lessons are emotional and social, not intellectual. Emotional independence from parents is established; boys and girls learn to be attractive to each other, learn to work together on common interests and to subordinate personal differences in pursuit of a common goal. The vocational interests come to the fore, and toward the end of this period may come a time of altruism and reflection on problems of good and evil.

During this period of maturation within the individual, he lists the following developmental tasks:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.

⁸Ibid., pp. 15-31 and 32-34.

⁹Ibid., pp. 34-71.

4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

It can be seen from the preceding discussion that as youngsters mature and pass through the various phases of development that have been outlined, they are certain to face many problems. Crow and Crow make the following observation on the problems involved in growing up:

"Regardless of whether a young person is helped to accept and to adjust satisfactorily to his changing physical and psychological status, he is likely to encounter problem situations that are rooted in his increasing awareness of himself as a person in his own right rather than a child of his parents... he needs adult help in solving his emotional, social and other adjustment problems; yet, he may resent adult assistance when it is offered to him." ¹⁰

What are some of the factors which may have influence on youth in these areas? Havighurst and Neugarten¹¹ state that the youngsters' first exposure to a social system comes from the home and family, and that these have a profound effect on the social development of youngsters. They imply that schools would exert the next greatest amount of influence, followed by other organizations and agencies with which the child may come in contact during his formative years.

In discussing the determinants of influence upon the individual, Landis observed that:

"The family group is the most important to personality formation, having much to do with one's goals and ambitions and one's method of seeking them... Next to the family, the childhood play group is probably the most important determinative of personality formation... Beyond the play group are the neighborhood and community ever projecting their values onto the child, offering him experience or curbing his expressions." ¹²

Dildine, in discussing the effects of leaders upon youth whom they are attempting to motivate, says that:

"We see ourselves doing things to young people which make them work hard to learn tasks we want... We often find that our 'motivation' fails to achieve the results we hoped for. This is not surprising since motivation springs from within each person, arising from his universal human drive to act so as to secure the things he needs

¹⁰ Lester D. Crow and Alice Crow. Adolescent Development and Adjustment. McGraw-Hill Book Co. New York, 1956. p. 6

¹¹ Robert J. Havighurst and Bernice Neugarten. Society And Education. Allyn and Bacon, Inc., Boston, Mass., 1962. pp. 79-82.

¹² Paul H. Landis, Adolescence and Youth. McGraw-Hill Book Co., Inc., New York. 1946. p. 3.

and wants or escape the things he fears or dreads." ¹³

Characteristics of 4-H Club Members

There are a number of studies which deal with the characteristics of 4-H Club members and the effects of such characteristics on the various aspects of the 4-H Club program. However, most of these studies have been conducted on either a county or state basis.

In 1963, there were a total of 2,190,204 members enrolled in 94,785 4-H Clubs throughout the United States. Of this number 57.6 percent were girls and 42.4 were boys. ¹⁴

Based on 1961 data, ¹⁵ 51 percent of the total 4-H enrollment was classified as rural farm. Twenty-nine percent of the members were classified as rural-non-farm and the remaining 20 percent came from urban homes. The same data indicate that the average age of 4-H Club members was 12.4 years with 58 percent of the members being 12 years and under, 32 percent being 13-15 years old and 10 percent belonging to the 16-20 year category. Girls were slightly younger than boys. The average tenure of a 4-H Club member was 2.7 years, and this has remained at the same level for the past 10 years.

There were almost 5 million individual projects enrolled in 1961. Foods and nutrition had the largest enrollment, followed by clothing. Swine and beef cattle showed the largest enrollments in livestock projects. Each member carried an average of two projects per year.

A study by Middleton, ¹⁶ comparing the family backgrounds and status of 4-H and non-4-H members who were in the sixth and ninth grades of school in 10 Wisconsin communities, showed that:

1. Four-H boys and girls come from families with a higher socio-economic status than did non-4-H boys and girls. However, this difference was significant only for boys and not for girls.
2. The families of 4-H boys and girls tend to have a higher status or prestige in the community than do non-4-H boys and girls.
3. Girls who join 4-H Clubs tend to have more home opportunities than girls who do not join 4-H Club work.
4. The parents of 4-H boys and girls belong to more organizations than do the non-4-H member's parents. This difference is significant between parents of 4-H boys and non-4-H boys but is not significant between the girls' parents.
5. The families of 4-H boys work with the church more than do non-members.

¹³ Glenn C. Dildine. "Effects of Competition on Individual Motivation and Personal Development , and Interpretation of Research". Unpublished Mimeograph. The National 4-H Foundation. Washington 15, D. C. , December, 1958. p. 4.

¹⁴ Federal Extension Service, U.S. Department of Agriculture, ER&T-50 (3-64)

¹⁵ A.S. Gordy, "Statistical Summary of 4-H Club Work", United States Department of Agriculture, Extension Service Circular 540, July, 1962.

¹⁶ C.O. Middleton, "A Comparison of the Family Backgrounds and Status Between 4-H Members and Non-4-H Members Who Are in the Sixth and Ninth Grades of School in Ten Wisconsin Communities". Unpublished M.S. Thesis, University of Wisconsin.

In a study comparing the intelligence and school achievement of 4-H and non-4-H boys and girls, Pierce¹⁷ found that the 4-H Club program tends to be highly selective in terms of these factors. Not only did 4-H boys and girls, after one or two years of membership, score higher on intelligence and achievement tests, they were also rated higher in these areas by their teachers.

Singh¹⁸ conducted a study of personal and social behavior, social qualities, emotional stability and interest patterns of 4-H and non-4-H boys and girls. Analysis of data collected by the California Test of Personality showed that there were no significant differences between 4-H and non-4-H boys and girls on the sub-tests measuring sense of personal worth, feelings of belonging, social skills or community relations.

He found that 4-H boys scored significantly higher than non-4-H boys in social skills. The difference between 4-H girls and non-4-H girls was not significant in this area. 4-H boys scored significantly higher in agricultural interests, according to Singh, but non-4-H boys scored significantly higher in the areas of art and reading interests. The only significant difference on the nine sections of the Interest Inventory was in the area of juvenile activities interest where the non-4-H girls obtained higher scores than did the 4-H girls.

It should be recognized that the preceding study had a major limitation. The data used were collected from sixth grade boys and girls who had no more than two years of 4-H Club work, hence it was questionable how much effect it would have on the personal and social development of these youngsters.

Characteristics of Other Youth Group Members

The participation of youth in formally organized groups has increased considerably within the past two decades. However, there still remains a large portion of the potential that are non-participants. The 1962 Annual Report of the Boy Scouts of America estimated that only 25.5 percent of the total available boys in the age groups 11, 12 and 13 were actually enrolled in the organization. At the end of 1962, the total United States membership in Boy Scouts, Explorers, Scouters, Cub Scouts, Cubbers and Den Mothers, was 5,322,167, including leaders. On September 30 of the same year, the Girl Scouts had a total membership of 3,435,103, including adult leaders.

In attempting to reevaluate their programs in order to meet the needs and interests of youth, most of the national clubs have made studies which attempt to characterize their membership. It may be generally concluded that members and non-members differ in terms of certain social, personal, economic and educational characteristics.

Age - Sex -- It is rather difficult to make sweeping generalizations regarding the age and sex characteristics of members of voluntary youth groups, mainly due to the variation in the requirements of the various youth organizations. For example, Girl Scouts are available to all girls between the ages of 7-17 years inclusive. While the YWCA serves youth of the same sex, its membership is restricted to girls who are 12 years old or older.

¹⁷Lowell L. Pierce. "A Comparison of Mental and School Achievement of 4-H Members and Non-Members in Ten Wisconsin Communities". Unpublished M.S. Thesis, University of Wisconsin, Madison, Wisconsin.

¹⁸Kalpa Nath Singh, "A Study of Personal and Social Behavior of Sixth Grade 4-H and Non-4-H Boys and Girls In Ten Selected Wisconsin Communities". Unpublished Ph.D. Dissertation. University of Wisconsin, 1959.

Group Membership--A study of all boys (members of groups and non-members) shows that four out of ten boys are not members of any formally organized group. 19 On the other hand, only 25 percent of all girls belong to no formal organizations. 20

Boy Scout members on the whole tend to participate in more groups than do members of other groups. The membership distribution of Boy Scouts shows that 51 percent belong to one group, 34 percent belong to two, 10 percent to three, and 4 percent to four, and 1 percent to five groups. For members of other groups, 78 percent belonged to one group, 19 percent to two groups and 3 percent to three. 21

Education of Parents--The study of "Boys Becoming Adolescents" indicates that parents of youth who are members of groups have a slightly higher educational level than do parents of non-members. Based on the educational level of fathers this study reports: 22

<u>Amount of Education</u>	<u>Members</u> Percentage	<u>Non-Members</u> Percentage
Grade School	18	27
Some High School	13	18
Graduated from High School	34	26
Some College	7	5
Graduated from College	11	5
Post Graduate Work	5	3
Don't know and N/A	<u>12</u>	<u>16</u>
Total	100	100

The Study of Boy Scouts reports that the mothers of members have a slightly higher educational level than fathers. 23

Father's Occupation--A study of Boy's Club members showed that the majority of the boys' fathers were employed in blue collar occupations (63.1 percent), while 24 percent were employed in professional occupations. 24

Forty-one percent of the fathers of Boy Scout members held white collar jobs and 44 percent held blue collar jobs. Only 3 percent of the fathers were farmers.

19 "A Study of Boys Becoming Adolescents; a National Study of Boys Aged 11-13 in School Grades 4-8 and Other Boys Grades 5-8", Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 1960 p. 6.

20 "Adolescent Girls; A Nation-Wide Study of Girls Between 11-18 Years of Age". Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, undated.

21 "A Study of Boy Scouts and Their Scoutmasters". Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1959, p. 48.

22 A Study of Boys Becoming Adolescents, Op. Cit., p. 139.

23 "A Study of Boy Scouts and Their Scoutmasters," Op. Cit., p. 21.

24 "Need and Interests of Adolescent Boy's Club Members", Report of the National Survey of Members aged 14-18.

Characteristics of 4-H Leaders

The local leader method of Extension teaching is a significant part of the pattern for carrying on 4-H Club work. They serve as community leaders and project leaders. The 1961 Statistical Summary²⁵ indicated that there were 422,704 local leaders in 4-H Club work in 1961 in the United States. There was an average of 4 1/2 leaders per club with 5 members per leader.

Reagan,²⁶ in a study of 4-H Club leaders in Stanislaus County, California, found that:

1. More than half (51 percent) of the 4-H Club leaders were less than forty years of age.
2. Almost all were married or had been married.
3. Almost two-thirds were women.
4. Eighty-five percent lived either on the farm or in the open country.
5. Nearly all the leaders have children less than 21 years of age.
6. Three-fourths of the leaders had children who were members of 4-H clubs.
7. Almost 90 percent had served more than one year.
8. Three-fourths of the leaders had at least a high school education.

Characteristics of Other Youth Group Leaders

A review of the studies that have been conducted with adults serving as leaders in youth organizations provides information about their background characteristics. Until recent years very little information has been available concerning the adult volunteer working with youth groups. More recently, however, several youth organizations have recognized the need for increased knowledge of lay leadership and have undertaken studies. These studies provide information about demographic, economic and social factors of adults serving as leaders of youth organizations.

Demographic Factors

A recent study of Thursz of 1,014 advisors to B'nai B'rith youth organizations indicated that nearly one-half were in the age range of 26 to 40 years, eight out of ten were married and 67 percent had children. The majority had two children but only 24 percent of the advisors had children who were members of the B'nai B'rith youth organizations.²⁷

The "average troop leader," identified in a study of Adults In Girl Scouting, is married and the mother of one or more children. In fact, she has a daughter who is now and has been a Girl Scout member. The Scout leader is in her thirties or early forties. She is not a newcomer to her community. Seventy-five to 80 percent of the leaders had lived in the same city at least five years

²⁵Statistical Summary 4-H Club Work, United States Department of Agriculture Extension Service Circular 540. July. 1962.

²⁶Mary C. Reagan, "Factors Associated With Background, Selection Preparation and Satisfaction of 4-H Club Leaders in Stanislaus County, California". Unpublished M.S. Thesis. University of Wisconsin, Madison, Wisconsin. 1959.

²⁷Daniel Thursz, M.S.W., "Volunteer Group Advisors In A National Social Group Work Agency," (Published Ph.D. Dissertation, Washington, D.C.: The Catholic University of America Press, 1960), p. 328.

and nearly 50 percent had lived in the community at least ten years.²⁸

The average Scoutmaster, according to a national survey made in 1959, was married, the father of two or three children and had a son who belonged to Boy Scouts. He was in his late thirties and had lived in the same town or city ten years or longer.²⁹

These findings indicate that the average adults serving as leaders in youth organizations are married women between the ages of 25 and 40. They have one or more children who are now or have been members of the youth organization which they serve. They have been a resident of their community between five and ten years.

Economic Factors

According to the study of Girl Scout leaders, nearly all had completed high school and over one-third had some college education. The majority were housewives; their husbands had similar educational backgrounds. One-half of the leaders' husbands were self-employed, managers, or worked in some professional capacity. The median income of these families ranged from \$5,000 to \$7,000.³⁰

In the study by Thursz, 28 percent of the men advisors and 54 percent of the women advisors had some college education. "Remarkably few advisors," according to Thursz, "had occupations of low status, giving credence to the belief that volunteering is primarily a middle or upper class phenomenon." Seventeen percent are professional; 11 percent, business owners; 14 percent, clerical or sales positions; and 32 percent, housewives.³¹

The average Scoutmaster had graduated from high school or had had some specialized training beyond high school. (There is a slight but not statistically significant tendency for newer Scout masters to have more education). The median family income of Scoutmasters was between \$5,000 and \$7,000.³²

The above studies reveal that adults serving as leaders of youth organizations had a high school education or beyond. They were middle class people according to occupation and income.

Social Factors

The study of Scoutmasters indicated that only six percent did not belong to any other organization. Two-thirds not only belonged but held responsible positions in other organizations. Church and school organizations ranked highest as types of organizations in which leaders participated. Twenty-five percent were involved in other youth activities, and 75 percent attended a religious service at least once a week.³³

²⁸"Adults in Girl Scouting", Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, July 1958, pp. 2-3.

²⁹"A Study of Boy Scouts and Their Scoutmasters", A report of four National Surveys. (Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1959).

³⁰Adults in Girl Scouting, Op. cit.

³¹Thursz, Op. Cit.

³²"A Study of Boy Scouts and Their Scoutmasters", Op. cit.

³³Ibid.

More than two-thirds of the Girl Scout leaders surveyed in the 1958 study belonged to such groups as P. T. A. and others. One-third belonged to a church group. About one-half considered themselves active in one or more organizations in addition to Scouting. ³⁴

A review of these three studies suggests adults who serve as leaders in youth organizations are also involved in other community organizations, especially church and school groups.

National Youth Organizations

In the early years of the Twentieth Century a number of national voluntary youth organizations were created. Some of the best known of these are: Young Men's Christian Association (1866); Young Women's Christian Association (1906); Boy's Clubs of America (1906); 4-H Clubs (1907); Boy Scouts of America (1910); Camp Fire Girls (1910); Girl Scouts of America (1912); National Jewish Welfare Board (1913); American Junior Red Cross (1917); and Future Farmers of America (1928). ³⁵

These organizations experienced a phenomenal growth following 1940. Table I shows their enrollments at several periods of time and the percentage increase from 1940 to 1962. Following is a brief review of the purpose of major national voluntary youth organizations.

American Junior Red Cross. Membership is open to all boys and girls enrolled in public, private and parochial schools (grades K-12). The main objectives of these groups are good health, intelligent citizenship, international understanding and appreciation of the ideals of service. To service the program, a Junior Red Cross teacher is appointed in the school by the principal. The teacher enrolls members and, in addition to interpreting the program to other teachers and students, he coordinates activities which the members participate in outside the school. Although carried on in the school, the activities of Junior Red Cross are not an integral part of the school curriculum. ³⁶

Boy Scouts of America. The primary purpose of Scouting is to promote character building and citizenship training. Membership is open to all boys. Members are divided into three age groups: Cub Scouting, 8-10 years inclusive; Boy Scouting, 11-13 years, and Exploring, 14 years of age and older. ³⁷

Boys' Clubs of America. Boys' Clubs are dedicated to helping boys acquire abilities, skills, purposes and values that will serve them in adult life, both as individuals and as members of society. Participation is in a variety of guided activities to provide boys with opportunities to learn these skills. ³⁸

³⁴ Adults in Girl Scouting, Op. cit.

³⁵ Youth Serving Organizations, National Non-Government Associations, M. M. Chambers, American Council on Education, Washington, D. C., Third Ed; 1948, pp. 20, 68.

³⁶ Social Work Yearbook, National Association of Social Workers, Inc. Russell H. Kurtz, Ed., Albany, N. Y., Boyd Printing Co., 1960, p. 612.

³⁷ Ibid. P. 613.

³⁸ Needs and Interest of Adolescent Boys' Club Members, Report of the National Survey of Members Ages 14-18. New York, Boys' Clubs of America. 1960, p. 10.

TABLE 1. ENROLLMENT OF NATIONAL YOUTH ORGANIZATIONS

ORGANIZATION	1935-36	1939-40	1945-46a	1958b	1962d	Percent Increase 1940-1962
American Jr. Red Cross	8,351,000	8,588,398	19,326,747		18,100,000**	120.25
Boy Scouts	1,000,000	1,429,622	1,326,747	3,686,763	4,005,000	180.14
Boys' Clubs	263,000	295,732	275,000	500,000	550,000	69.07
Camp Fire Girls	232,000	278,451	360,000	500,000	600,000	79.56
4-H Clubs	1,060,000	1,528,945	1,562,622	2,254,000	2,285,600	47.42
Girl Scouts	400,000	636,941	1,213,913	2,646,000	2,836,000	345.25
FFA	117,000	230,000	206,039	381,621	388,000	65.92
FHA*		417,218		897,544 ^c	1,038,107	115.12
YMCA	1,061,876	1,316,573	1,665,722	3,334,931	4,000,510	153.30

The above figures are estimates based upon the following sources:

* Includes FHA, NFA, NHA

** Annual Report, American National Red Cross, 1963

- a. Youth Serving Organizations, National Non-Governmental Associations, Washington, D. C., American Council on Education, 3rd Ed., 1948, pp. 3, 6, 65-71.
- b. Social Work Yearbook, National Association of Social Workers. Russell H. Kurtz, Ed. Albany, N. Y. Boyd Printing Co. Inc., 1960, pp. 612-616.
- c. Encyclopedia of Associations, National Organizations of U.S., Detroit, Michigan, Gale Research Co. Book Tower, 3rd Ed., 1961.
- d. Ibid. 4th Ed., 1964.

Camp Fire Girls. The primary purpose is to develop well-rounded personality and wholesome and happy relationship with others. Members are divided into three age groups: Blue Birds, ages 7-9, or 2-4 grades in school; Camp Fire Girls ages 10-14, or 5-8 grades; and Horizons Club, girls from 9th grade through high school.³⁹

Catholic Youth Programs. This is the youth branch of the national Catholic Welfare Council. It provides for the coordination of all Catholic youth work. The most popular of these include the Catholic Youth Organization (CYO) and the National Newman Club Federation. In addition to religious instructions, programs also emphasize social and economic studies, citizenship, recreation and leadership.⁴⁰

4-H Clubs. This work is primarily an educational program which provides youth an opportunity to "learn-by-doing." Citizenship, leadership and a variety of skills are taught through a wide range of agricultural, home economics and community service projects. Supported by Federal, State and County government, 4-H was initially established to serve farm youth, however, the percentage of the membership living in urban areas has increased recently.

Future Farmers of America. This organization serves farm boys studying vocational agriculture in high school. The purpose is to strengthen the confidence of the farm boy in himself and his work; to create more interest in the intelligent choice of farming occupations; to create and nurture the love of country life; to improve the rural home and its surroundings; to encourage cooperative effort; to promote thrift; to improve scholarship and to encourage organized recreational activities.⁴¹

Girl Scouts of America. Membership is open to all girls seven through 17 years old. The membership is divided into three age groups: Brownie Scouts, 7-9 years old; Intermediate Girl Scouts, 10-13; and Senior Girl Scouts, 14-17. The primary aim of Girl Scouting is to develop skills, explore out-of-doors, learn democratic attitudes and broaden their interest.⁴²

Jewish Youth Programs. Although intended as a service primarily for individuals of this religion, membership is open to all inhabitants of the community through the Jewish Community Center and the Young Men's and Young Women's Hebrew Association. The basic functions are: to further Jewish identification and association, personality development, democracy and the integration of Jews into the American Community.⁴³

National Federation of Settlement and Neighborhood Centers. One of the oldest youth movements in the United States, settlement houses are available to all age groups as well as to both sexes. Service is provided on a geographic basis without discrimination as to race, creed, social or economic condition. The primary purpose is to develop qualities which make for a good life in the neighborhood.⁴⁴

³⁹ Social Work Yearbook, Loc. Cit.

⁴⁰ Ibid.

⁴¹ Youth Serving Organizations, Op. Cit. p. 65.

⁴² Social Work Yearbook, Op. Cit. p. 614. Girl Scouts now have a Four age level program.

⁴³ Ibid. p. 615

⁴⁴ Ibid.

Young Men's Christian Association. YMCA's purpose is to serve the needs of youth and young adults by giving them opportunities for greater self-development of body, mind and spirit. The membership is divided according to age groups: Indian Guides (boys 6-9 years old); Gra-Y for boys and Tri-Gra-Y for girls (9-12 years old); Junior Hi-Y for boys and junior Tri-Hi-Y for girls (12-14 years old); Hi-Y for boys and Tri-Hi-Y for girls (15-17 years old). ⁴⁵

Young Women's Christian Association. YWCA endeavors to improve the mental and physical well-being of women and girls, and to encourage their spiritual growth in keeping with Christian traditions. Any girl over 12 years old may become a member. ⁴⁶

The voluntary youth groups seem to have a number of similar characteristics. Some which seem common to all groups are as follows:

1. Membership in the organization is voluntary.
2. The organization is national in scope.
3. The ultimate purpose of the organization is the overall character development of youth.
4. The groups are organized on a locality basis and exercise considerable autonomy.
5. In addition to the professional staff, a considerable amount of actual work with members is done by local lay leaders.
6. A system of competition and awards is practiced.

Studies Of 4-H Club Work In Urban Areas

Studies by Kohl ⁴⁷ and Wolfe ⁴⁸ of the 4-H program in urban areas have shown that 4-H is perceived by the general public in urban areas as a rural youth program. Members have generally learned about 4-H through school contacts between rural and urban people, or from former members. Business men, civic organizations and the professional Extension staff have been influential in initiating 4-H in urban areas. In the urban areas a high proportion of the membership is made of girls with a short tenure in 4-H. Also, the membership tends to be relatively young. Members generally come from the upper or middle class families with only a few from low income status families. Adult leaders are primarily women.

These studies of 4-H in urban areas have shown limited change or adaptation in the 4-H organizational structure through which the program is implemented. Most urban programs have established relationships with public and parochial school systems. Urban 4-H Clubs are generally organized on a neighborhood basis and the club year coincides with the school year. Problems in urban areas differ from rural areas--transportation to and from meetings, lack of community mindedness, dependency on others for development of programs, lack of acquaintance among parents and leaders, different cultural and economic backgrounds and other competitive groups.

⁴⁵ Ibid.

⁴⁶ Ibid. p. 616.

⁴⁷ Marie Wolfe, "Methods of Establishing and Promoting 4-H Club Work In Urban Areas", Unpublished thesis, Cornell University, 1956.

⁴⁸ Mary Francis Kohl, "Factors Affecting Development of Urban 4-H Club Work", Research Paper, University of Chicago, June, 1952.

A general survey⁴⁹ was conducted in 1962 to determine the extent of 4-H Club work in urbanized areas of the United States and to determine some of the characteristics of the programs carried out in these areas. The mail questionnaire was used to collect data from 306 counties which had urbanized areas. Three hundred counties reported. This is the survey used as a basis for selecting the areas for intensive study.

The study reports that urban 4-H Club work was started as early as 1906 in some counties and as late as 1961 in others. About one-third were reported to have started prior to 1943; one-third started since 1943; and one-third of the county staffs reporting indicated that they did not know when urban work was started. One-fourth of the counties reported that the areas were not urban when 4-H Club work was started there.

The counties surveyed averaged 24 urban 4-H clubs. Of these, 26 percent were in their first year. About one-half of the urban clubs had one-half or more of their members living in suburban areas.

Fifty-two percent of the total clubs included in the study met in members homes, and 23 percent met in schools. One-half of the clubs meeting in school buildings also met on school time.

Two patterns of organization was followed by urban clubs: forty-four percent were organized as project clubs, 53 percent were organized on a community basis, and 3 percent made no report.

The clubs averaged 19 members, with an overage of 2.1 leaders per club. Thirty percent of the club members were boys and 70 percent were girls.

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Laurel Sabrosky, "A Survey of Urban 4-H Club Work In the United States" Federal Extension Service, ER&T-213 (11-62), December, 1962. U.S. Department of Agriculture.

METHODOLOGY

Unit of Study

The primary focus of the study was on the organization and program at the county level. This is the locus within the organization at which most decisions are made with regard to projects, activities and organizational structure. But the county level is only a part of the overall organization which has offices at state and national levels.

The extent to which county staffs have adapted the youth program to serve urban youth no doubt would be influenced by the climate established by administrators at higher levels. Hence, evidence was needed from relevant administrators and supervisors at the state level. No attempt was made to gather information from occupants of key positions at the national level.

This investigation was limited to the 4-H program in large urban areas. In a preliminary survey conducted by the advisory committee, the "urbanized area," as defined by the census, was the unit of study. Since the responses from this survey were used in selecting cases for the intensive research project, the "urbanized area" became a geographic unit within which to select study units.

An urbanized area contains at least one city of 50,000 inhabitants or more in 1960, as well as the surrounding incorporated places and unincorporated places that meet certain criteria.¹ The urbanized area may be thought of as a central city and the urban fringe. All persons residing in an urbanized area are included in the urban population. A few of the urbanized areas have twin central cities with a combined population of at least 50,000.

The urbanized area, however, is not an appropriate unit for a study of urban 4-H work, because most urbanized areas include a multiple number of counties. The Extension service is organized on a county basis and county boundaries often do not coincide with the urbanized area. In some cases the urbanized area includes only a portion of a county, e. g. Kalamazoo, Michigan, one of the areas later selected for study.

A decision was made to select a county within an urbanized area. Several counties selected on this basis included portions of urban as well as rural population. For studying members and leaders, although it was possible to delete the rural sector of the county, it was not possible to differentiate between rural and urban types of organization and program within the county. Organizational structure and program are usually standardized for an entire county. Hence, the youth program of a county within an urbanized area became the primary focus of the study.

Selection of the Study Areas

As a result of the preliminary survey of 4-H work in urbanized areas throughout the United States, it was found that 266 counties had 4-H clubs. The advisory committee, several of whom were familiar with the program throughout the United States, established the criteria for selecting the study areas.

¹ U. S. Bureau of the Census, U. S. Census of the Population: 1960, Vol. I, Characteristics of the Population, Part A, "Number of Inhabitants" (Washington, D. C.: Government Printing Office, 1961), pp. xviii-xix.

An arbitrary decision was made to limit the study areas to six, primarily based on an estimate of the time required for two researchers to personally collect data.

The criteria used in selecting counties to be studied were as follows:

1. Representation of each of the four extension administrative regions in the United States.
2. Urbanized areas with varying population size.
3. A minimum of 500 4-H members in the county.
4. A considerable number of boy members.
5. A program which includes projects other than the traditional agriculture and home economics projects.
6. Various types of club organizations, to include school and community clubs.

With these criteria in mind the advisory committee met on August 15, 1962 to identify possible study areas. The questionnaires returned in the preliminary survey were used in making this selection. Twenty-nine counties in 17 different states were chosen at this early stage. The chairman of the advisory committee then sent a letter to each of the relevant state 4-H leaders, indicating the urbanized counties in his state included in the preliminary group. The state leader was asked for his judgment as to the appropriateness of including the urban counties in the national study. The responses were generally positive except in one state having a policy opposed to expansion of the 4-H program into urban areas.

On October 4, 1962, after having heard from all 4-H state leaders, the advisory committee met again for final selection. The counties selected, with the 1960 population of the urban sectors, were as follows:

- (1) Kalamazoo, Michigan (115,659).
- (2) Denver, Colorado (The city of Denver, 493,887, and Jefferson County, 106,929). It was originally intended to include all four counties in the Denver area because of assumed intensive 4-H program coordination. When later correspondence showed minimum coordination, only two counties were included-Denver, the central city and Jefferson, a suburban county contiguous to Denver.
- (3) Multnomah County, Oregon (503,766). This county had a separate organization for 4-H in the city of Portland and another one for 4-H outside the city. 1960 population of Portland city was 372,676.
- (4) Jackson County, Missouri (576,734). This county included Kansas City with a population of 476,000.
- (5) DeKalb County, Georgia (217,165). This is a suburban county of Atlanta.
- (6) Nassau County, New York (1,266,650). This county is on Long Island adjoining New York City.

It is not assumed that these cases are representative of the 4-H programs in urbanized areas. They are more representative of the urban youth programs established over a period of time where there has been at least a minimum attempt to adapt the traditional program. Each area was treated as a separate case study.

Planning for Data Collection

Plans for collecting data were developed during November and December, 1962. In each state final approval was obtained from the respective state 4-H club leader by the chairman of the advisory committee prior to correspondence with the staff in the counties. The county staff was asked to supply a list of 4-H clubs, their location in the county, the number of members in each club, a list of 4-H leaders, advisory committee members, the county governing officials and the annual report. This evidence provided the basis for selecting

the respondents.

The instruments used to collect data from the various informants were pretested in Philadelphia and Reading, Pennsylvania, and in Waukesha County and Milwaukee, Wisconsin, urban areas in which 4-H programs were fairly extensive.

Preliminary planning visits were made by the researchers to Nassau County, New York, and Jackson County, Missouri. As a result of these visits, it was decided that personal visits to the other areas were not necessary for planning purposes. However, a considerable number of telephone calls and letters were required to complete plans for collecting data. In a telephone conference, the advisory committee reviewed the final versions of the interviewing schedules prior to data collection.

The county staff was asked to make all arrangements for collecting data from club members, leaders and other respondents.

Sources and Methods of Obtaining Data

Data were collected by the two researchers in personal visits to the study areas from the following people.

(1) Selected administrators and supervisors at the state level. (N=59) Information was obtained on policies, allocation of resources and attitudes about the youth extension program in urban areas. In each state, data were collected by personal interview from:

- a) Dean of Agriculture
- b) Director of Extension and his assistant
- c) State Home Demonstration leader
- d) Supervisors of the area involved in the study
- e) 4-H State Staff

(2) Extension staff members in the selected counties. (N=61) The number of staff members ranged from 3 in the City of Portland to 17 in Nassau County. Information was obtained on their responsibilities, personal characteristics, attitudes about urban 4-H program and appraisal of the 4-H program. All county staff members were interviewed, except in Nassau County where only one staff member in agriculture and one in home economics were included, in addition to the 4-H staff; the three programs in New York are administered separately at the county level. In all areas, the person in charge of the 4-H program gave detailed information on the organizational structure, advisory committees, types of projects, 4-H enrollment and methods of recruiting and rewarding leaders.

(3) Members of extension advisory committees (N=75) filled out a questionnaire, usually in a group situation. In all counties a formal advisory committee was organized to advise on 4-H programs. In addition, each county had an overall extension advisory committee. It was usually possible to interview in depth some advisory members after they completed the questionnaire. Information obtained included attitudes toward and appraisals of the 4-H urban program.

(4) Selected government officials who made decisions about allocation of financial resources for extension were personally interviewed. (N=29) Usually interviews were limited to county officials, but in a few cases, city officials were included. Information was obtained about their understanding of the 4-H program, their appraisal of it and the extent to which they were willing to commit financial resources to the program.

(5) Staff members of selected civic groups were personally interviewed to determine their image and appraisal of 4-H in the urban areas. (N=10)

(6) A sample of school administrators (N=88) were interviewed in each of the areas either in person or by telephone to determine their understanding of the program, their appraisal of it and their policies with respect to working with 4-H. Very early in the research project, it was evident that the success

of the 4-H program in the urban areas was at least partially dependent upon the working relationships that could be developed between the 4-H staff and school administrators.

(7) In two of the six areas, a sample of households were interviewed by telephone to determine their awareness of the 4-H program, their image of it and their interest in having their children in 4-H if they had children of 4-H age. These were Jackson County, Missouri and Nassau County, New York. (N=191)

(8) A sample of members and leaders filled out a questionnaire in group situations in each area. (Leaders, N=270; Members, N=1856). From a list of clubs and number of members in each, it was possible to select a sample of clubs within which all members and leaders were included. The original plan was to interview 1962 members and leaders, including those who dropped out. Except in cases where data were collected on school time, this was not possible. In most areas information was collected from 1963 members and leaders. Usually counties organized 1963 clubs in the fall of 1962 and, hence, all members had at least several months exposure to 4-H. Only those clubs located in the urban sector of the county were included in the sample. Five of the 8 areas had both urban and rural members.

Whenever possible, arrangements were made to meet with students on school time. Turnout of members and leaders was relatively poor when meetings were scheduled out-of-school. In 2 counties, all meetings with members were held on out-of-school time. In the other counties, some members were contacted in school and others out of school.

Several adjustments had to be made when the researchers arrived in the county to conform to the original sample. In one area substitutions had been made in the original sample of members and in two areas a portion of the sample selected had not been contacted. In several areas it became necessary to re-schedule interviews with members on school time after attendance at out-of-school meetings was very low. When all members in the sample clubs were not contacted while research workers were in the county, the staff members attempted to obtain the data at a later time. The follow through was fairly successful. The proportion of the sample interviewed in each area ranged from 64 to 95 percent.

In addition to members in the sample, information was obtained at meetings of older youth groups, such as teen clubs, junior leaders councils, etc. Selected staff members of national youth groups, such as Scouts, Campfire Girls, Boys Clubs of America, YMCA and YWCA, were interviewed in each area to determine the nature of their program and number of members.

I. Q. data were obtained from school records for some members in Kalamazoo, Michigan; Multnomah County, Oregon; Jackson County, Missouri; Nassau County, New York, and Denver, Colorado. It was not possible to obtain such information in Jefferson and DeKalb Counties. In all areas, considerable information was obtained from records available in the extension office and by observation. Observations made during the day were dictated into a tape recorder at the end of each day.

Data were collected in the field between January 7 and April 1, 1963.² Both researchers travelled together to an area. The general procedure was to visit the state office on Monday and spend the remainder of the week in the respective county collecting data. Two weeks were spent in the Denver area

²See Appendix I for instruments used in collecting data.

because two counties were included.³

Processing of Data

The data from the schedules were coded and punched on I. B. M. cards for machine sorting. Most information obtained from members was precoded. It was necessary to develop categories for responses obtained in open end questions from others. Coding of data was done at The Pennsylvania State University and University of Wisconsin. As much as possible, each county was treated as a separate case study in presenting the findings. After a description of the general urban environment in which the extension organization functions, the 4-H program and organization is described for each county. Findings were then tabulated according to the major respondent groups, such as staff, leaders, members, etc.

³ See Appendix II for a short summary of 4-H programs in Chicago and Philadelphia. One day was spent by a researcher in each of these areas.

DESCRIPTION OF THE STUDY AREAS

Population

The locus of this study was generally in metropolitan counties with considerable immigration. All areas except Portland had large population increase in the 1950 decade, with some being among the fastest growing counties in the United States. All except Portland city and Jackson County exceeded the rate of population increase in the United States.

While the population of the United States increased 18.5 percent from 1950 to 1960, Jefferson County (Colorado) increased 129 percent. Nassau County had the fastest growing residential population center in the North Atlantic states. The central cities (Kansas City and Portland) showed relatively little change while the fringe and suburban areas experienced major increases in population (Table 1).

TABLE 1. POPULATION CHANGES 1950-1960¹

County (or city)	1960	1950	Percent of increase
Kalamazoo	169,712	126,707	33.9
Denver	493,897	415,786	18.8
Jefferson	127,520	55,687	129.0
Nassau	1,300,171	672,765	93.3
Jackson	622,732	541,035	15.1
Portland City	372,676	373,628	-0.3
Multnomah County	522,813	471,537	10.9
Multnomah (not including Portland)	150,137	97,909	34.8
DeKalb	256,782	136,395	88.3
United States	179,323,125	151,325,798	18.5

¹ 1960 Census of Population, Volume 1, Characteristics of the Population, Part A--Number of Inhabitants--Table 8.

Residence Distribution

Most of these counties had a mixture of both rural and urban people (Table 2). The portion of living on farms was very small, the largest being 4 percent in Kalamazoo. The urban proportion ranged from 70 percent in Kalamazoo to 100 percent in Denver and Portland. Practically all of Nassau County was urban. The counties of Kalamazoo, Jefferson, Jackson, Multnomah and DeKalb had a large number of people living in the rural nonfarm areas in addition to those in the urbanized portion. Hence, in these counties the agents had alternatives of working with rural or urban people.

The population of these counties ranged from 127,000 in Jefferson to 1.3 million in Nassau. Jackson County had 622,000 of which 476,000 were in Kansas City. Portland City had a population of 372,000 and the population of Multnomah county outside Portland had 150,000 people.

Local Government

Nassau County operates under a charter form of government which prevents the state legislature from enacting laws affecting the county as a whole.

TABLE 2. PERCENTAGE DISTRIBUTION OF POPULATION BY RESIDENCE CATEGORIES. 1960¹

Residence	County (or city)						
	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah (Not including Portland)
Rural non-farm	25.7	0.0	14.8	.3	4.8	0.0	10.8
Rural farm	4.1	0.0	1.4	0.0	0.8	0.0	1.9
Urban	70.2	100.0	83.9	99.7	94.4	100.0	87.3
Total							
Population %	100.0	100.0	100.1	100.0	100.0	100.0	100.0
Total							
Number	169,716	493,887	127,520	1,300,171	622,732	372,664	150,149
							256,782

¹ PC (1) C series -- United States Census of Population 1960, General, Social, and Economic Characteristics.

County government is responsible for overall services, including public health, law, police, planning, public works, fire protection, hospitals and parks. The county's 62 school districts are subject to state supervision. The county government is headed by an elected County Executive. The legislative and administrative organization is a Board of Supervisors. Nassau County has three towns: North Hempstead, Hempstead and Oyster Bay; two cities, Glen Cove and Long Beach. There are 63 incorporated villages and many unincorporated communities.

Denver city has a Mayor-City Council form of government. Jefferson County, a suburban county of Denver, has three county commissioners and a county manager.

Jackson County has three county judges who serve as administrators of the county. Kansas City has a City Manager form of government.

Multnomah County has three county commissioners who administer county government. Portland city has a City Manager form of government.

DeKalb County is administered by 5 elected county commissioners of whom one is chosen as chairman. The city of Decatur has its individual form of government, while a small portion of Atlanta is included in DeKalb County.

The county of Kalamazoo has a County Council made up of representatives from each area of the county. The city of Kalamazoo has a Mayor form of government and a City Manager.

Age Distribution

The portion of people who are under eight years of age in these areas ranged from 14 percent in Portland to 21 percent in DeKalb. (Table 3) In the United States, 18 percent of the people are under 8 years of age. The suburban or fringe counties are over represented by young people of 4-H age. The central cities, such as Denver, Kansas City and Portland are under represented by younger people. The cities tend to have a higher proportion of adults than the fringe counties.

Occupation

Typically, white collar families live in most of these counties. Very few men are employed in farming, the highest proportion being in Kalamazoo, where slightly over 2 percent were farmers (Table 4). Generally, these areas have a greater proportion of white collar workers than is found in the total population of the United States.

The Denver metropolitan area has a diversified type of economy with no one type of business dominating it. Fifty percent of the labor force in Denver is employed in professional, administrative and clerical occupations.

A low proportion of laborers in all areas is indicative of the absence of jobs for the unskilled. Most of these areas do not have heavy industry. A substantial proportion of employees engaged in clerical work is a reflection of the opportunities for women. These areas generally reported a relatively small proportion of unemployed people.

People in the outlying counties, typically, commute to the inner city to work. For example, in Denver 85 percent of the total workers in that county work in Denver. On the other hand, only 43 percent of the total workers in Jefferson County actually work in Jefferson county. But job opportunities within these fringe counties are increasing.

Kalamazoo is an industrial city. It is called "the paper city" because more than a dozen nationally known paper manufacturers are located in the area. In the urbanized section of Kalamazoo, about 40 percent of the men and 55 percent of the women are employed in white collar occupations. (Table 5).

TABLE 3. PERCENTAGE DISTRIBUTION OF POPULATION IN VARIOUS AGE CATEGORIES, 1960¹

Age	County (or city)					(Not includ- ing Portland)		United States %
	Kalamazoo %	Denver %	Jefferson %	Nassau %	Jackson %	Portland %	Multnomah %	DeKalb %
Less than 8	19	17	19	19	17	14	20	21
8	2	2	2	2	2	2	2	2
9	2	2	2	2	2	2	2	2
10 - 12	6	5	6	7	5	5	6	6
13 - 14	3	3	4	4	3	3	4	3
15 - 20	10	8	8	7	7	8	7	8
21 and over	58	63	57	59	64	67	58	59
Total %	100	100	100	100	100	100	100	100
Number	169,712	493,887	127,520	1,300,171	622,732	372,676	150,137	256,782
								179,323,175

¹ PC(1) B series - United States Census of Population 1960, General Population Characteristics, Table 20.

TABLE 4. PERCENTAGE DISTRIBUTION OF MALES BY OCCUPATIONAL GROUPING¹

Males	County (or city)							(Not includ- ing Portland)		United States Total
	Kalamazoo %	Denver %	Jefferson %	Nassau %	Jackson %	Portland %	Multnomah %	DeKalb %		
Professional	12.4	13.9	18.1	17.4	9.5	11.3	10.3	15.5	10.3	
Farmer	2.3	0.3	1.1	0.2	0.5	0.2	1.4	0.3	5.6	
Manager	10.3	12.9	17.8	19.0	10.6	13.4	13.0	17.0	10.7	
Clerical	6.2	9.5	7.6	8.3	10.4	8.6	7.2	9.9	6.9	
Sales	7.8	9.1	8.8	11.1	8.2	10.1	8.9	14.3	6.9	
Craftsmen	20.8	17.6	20.1	19.7	18.8	18.9	23.1	17.6	19.5	
Operatives	22.9	15.4	13.2	11.4	19.0	16.9	19.4	12.4	19.9	
Private										
Household	0.2	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	
Service Worker	5.9	8.2	4.1	5.8	7.1	8.3	5.5	4.3	6.0	
Laborers	6.4	7.1	5.7	3.7	7.1	7.8	8.7	4.1	9.7	
Not Reported	5.0	5.8	2.8	3.0	8.7	4.4	2.5	4.5	4.6	
Total %	100.2	99.9	99.4	99.8	100.0	100.0	100.1	100.0	100.1	
Number	41,652	123,144	33,846	336,858	157,246	91,942	36,844	65,942	43,466,946	

¹ PC (1) C series - United States Census of Population, 1960, General, Social and Economic Characteristics

TABLE 5. PERCENTAGE DISTRIBUTION OF FEMALES BY OCCUPATIONAL GROUPINGS¹
AND PERCENT OF WOMEN IN LABOR FORCE, 1960.

Females	County (or city)							United States Total
	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland City	Multnomah (not including Portland)	
	%	%	%	%	%	%	%	
Professional	15.0	14.5	16.1	14.9	11.6	13.9	12.0	13.0
Farmer	0.3	0.0	0.3	0.0	0.0	0.0	0.2	0.6
Manager	2.7	4.1	5.7	3.6	3.6	4.5	3.9	3.7
Clerical	29.3	38.4	40.2	37.8	36.7	36.7	33.3	29.7
Sales	7.8	7.4	8.7	9.4	7.5	8.7	8.4	7.9
Craftsman	1.2	1.2	1.2	1.2	1.5	1.1	1.2	1.2
Operatives	16.5	7.9	6.0	9.4	11.6	9.4	11.8	15.4
Private								
Household	5.7	5.1	5.3	10.9	5.0	5.1	6.8	7.9
Service Worker	14.9	13.5	12.3	8.0	11.8	14.9	16.9	13.4
Laborers	1.2	0.6	0.8	0.3	0.6	0.5	1.4	1.7
Not Reported	5.5	7.9	2.9	4.6	9.7	5.1	4.0	5.7
Total %	100.1	100.6	99.5	100.1	99.6	99.9	99.9	100.2
Number	21,060	73,239	14,681	136,064	95,091	58,000	16,201	21,172,301
% of women 14 and older in labor force	36.0	39.8	35.0	30.5	40.9	40.2	33.2	34.5

¹ PC (1) C Series-United States Census of Population, 1960. General, Social and Economic Characteristics.

In Nassau County, the labor force increased from 269,072 in 1950 to 488,251 in 1960. The proportion of women who work increased from 26.1 percent in 1950 to 30.5 percent in 1960. In 1960 about 59 percent of all employed people worked in white collar occupations. During the 1950's the occupation of sales and service workers gained in importance. All clerical occupations continue to dominate female employment, being 37.8 percent of the total in Nassau. The majority of employed persons work in manufacturing, retail trades, or professional and related services.

The proportion of women in the labor force in these counties ranged from 30 percent in Nassau County to 40 percent in Jackson and Portland (Table 5). Most of these areas had a larger proportion of working women than in the total United States.

Education

Urban people tend to value education and put much emphasis on their schools. The educational level of the people is generally higher than one would find in other parts of the state or in the United States. For example, the median years of school completed by males 25 and over ranged from 12.3 years to 12.5; the range for females was 11.9 years to 12.4. The median years of formal education for the United States is 10.3 for the men and 10.9 for the women. In practically all cases, the average educational level in these urban areas was higher than the rest of the state. (Table 6)

TABLE 6. MEDIAN YEARS OF SCHOOL
COMPLETED BY ADULTS 25 YEARS AND OVER¹

Area	Male	Female	Total
-----Median Years-----			
1. Michigan			10.8
Kalamazoo	11.3	12.0	
2. Colorado			12.1
Denver Co.	12.1	12.2	
Jefferson Co.	12.5	12.4	
			10.7
3. New York	12.3	12.1	
Nassau Co.			
4. Missouri			9.6
Jackson Co.	11.3	11.9	
5. Oregon			11.8
Multnomah Co.	12.1	12.1	
6. Georgia			9.0
DeKalb Co.	12.3	12.2	
7. U.S. Median	10.3	10.9	10.6

¹ PC (1) C series - 1960 United States Census of Population, Table 83, and PC (1) C series - United States Summary, Table 115.

The proportion of youth enrolled in public schools ranged from 85 percent in Nassau County to 92 percent in DeKalb County; the balance attended private schools (Table 7). The numbers of youth in kindergarden, elementary and high school ranged from 33,000 in Jefferson to 348,000 in Nassau County. All areas had public kindergarden schools.

TABLE 7. NUMBER OF YOUTH ENROLLED IN KINDERGARDEN, ELEMENTARY AND HIGH SCHOOL AND PERCENT ENROLLED IN PUBLIC SCHOOLS, 1960¹

County (or city)	Kindergarden	Elementary	High School	Total	%enrolled in public school
Kalamazoo	3,922	27,598	8,549	40,069	89.0
Denver	9,184	71,611	23,467	104,262	91.3
Jefferson	2,950	22,403	8,096	33,449	90.1
Nassau	30,768	239,109	78,528	348,405	85.2
Jackson	11,143	86,678	27,420	125,241	86.4
Portland City	5,537	51,004	20,159	76,700	84.9
Multnomah	1,867	26,415	8,218	36,500	90.1
DeKalb	2,624	42,728	13,048	58,400	92.3

¹ PC (1) C series - United States Census of Population, General, Social and Economic Characteristics, Table 83.

Family Income

These areas also had relatively high incomes. While the median family income in the United States in 1960 was \$5,660 these areas ranged from \$6,028 in Jackson to \$8,515 in Nassau County (Table 8). Compared to the rest of the state in which they were located, these areas had higher incomes (Table 8). For example, the state of New York had a median family income of \$6,871

TABLE 8. MEDIAN FAMILY INCOME IN URBAN COUNTIES AND RELEVANT STATES¹

State and County	Median Family Income
Michigan	\$6256
(a) Kalamazoo Co.	6526
Colorado	5780
(a) Denver Co.	6361
(b) Jefferson Co.	7202
New York	6371
(a) Nassau Co.	8515
Missouri	5127
(a) Jackson Co.	6028
Oregon	5892
(a) Multnomah Co.	6378
Georgia	4208
(a) DeKalb Co.	6873
United States	\$5660

¹ PC 1 (c) Table 86, Co., and Table 7b, Urban, 1960 Census of Population.

in 1960 compared with \$8,515 in Nassau County. DeKalb County had a median income of \$6,873 compared with \$4,208 for the state of Georgia.

Religion

With the exception of Nassau County, all counties were predominately Protestant (Table 9). Of the total church membership, 29 percent were Protestant in Nassau County; in the other counties the range was from 53 percent in Denver to 83 percent in DeKalb County. The proportion of Roman Catholics was lowest in DeKalb County and highest in Nassau County. No Jewish members were reported in Jefferson County, but they ranged in other counties from 1.5 percent in Kalamazoo to 25.7 percent in Nassau County.

The proportion of non-white population in these areas ranged from less than 1 percent in Jefferson County to 13.8 percent in Jackson County. Denver, Jackson and DeKalb had at least 7 percent non-white residents. Fringe areas of cities had a low proportion of non-whites.

TABLE 9. PERCENT OF PROTESTANT, ROMAN CATHOLIC
AND JEWISH CHURCH MEMBERS, 1957¹

County (or city)	Protestant	Roman Catholic	Jewish	Total Memberships	
				%	No.
Kalamazoo	80.9	17.5	1.5	99.9	33,304
Denver	53.3	38.5	8.0	100.0	199,194
Jefferson	70.8	29.2	0.0	100.0	11,571
Nassau	29.0	45.3(e)	25.7	100.0	415,581
Jackson	65.1	26.5(e)	8.4	100.0	238,197
Multnomah	63.1	32.5(e)	4.4	100.0	150,197
DeKalb	83.3	1.9	14.8	100.0	74,300

¹ Churches and Church Membership in the U.S.A., series D, National Council of the Churches of Christ in the U.S.A., Bureau of Research and Survey--1957, New York, New York.

(e) Estimate

The percent of foreign born people in these counties ranged from 1.2 percent in DeKalb County to 9.3 percent in Nassau County (Table 10). In Nassau County, the county planning commission reported that 39 percent of the residents were of foreign stock, that is, born outside the United States or having at least one parent born in a foreign country. Immigration was high in this county also, in that about 40 percent of the residents over 5 years of age lived outside the county in 1955 and more than half of these people moved into Nassau County from New York City.

Youth Organizations in Urbanized Areas

All areas studied have active organizations of Boy Scouts; members range in age from 8 to 17. There are three program divisions: Cub Scouts, Boy Scouts, and Explorers. The proportion of boys reached in these urbanized areas ranged from 21.7 in Atlanta to 37.7 in Kansas City (Table 11).

TABLE 10. PERCENT OF FOREIGN BORN
AND NON-WHITE, URBANIZED COUNTIES, 1960¹

County (or City)	Foreign Born %	Non White %	Total Population
Kalamazoo	4.7	3.6	169,712
Denver	4.8	7.1	493,887
Jefferson	2.3	0.4	127,515
Nassau	9.3	3.2	1,300,171
Jackson	2.5	13.8	623,693
Portland City	7.4	5.7	322,664
Multnomah (not including Portland)	4.3	1.1	150,137
DeKalb	1.2	8.7	256,782
U.S. Total	5.4	11.4	179,325,671

PC (1) C series, U.S. Census of Population, 1960, General, Social and Economic Characteristics, Table 82.

Boy Scouts are organized on a regional basis and the boundaries often do not coincide with the county. For example, the Denver council includes a four-county area. The highest proportion of potential youth are enrolled in the Cub Scouts, followed by the Boy Scouts, and then the Explorers. The total number of members in Boy Scouts in the United States, as of December 1961 was 3.8 million.

The national Boy Scout organization reaches about 32 percent of the boys 8-10 years of age, 26.7 percent of those 11-13, and 10.4 percent of the boys 14-16. The organization enrolls about 1.4 million adults. Boy Scout groups are usually sponsored by local organizations. About half of the Scout troops are sponsored by religious bodies, about 29 percent by civic groups and 21 percent by schools and PTA's.

The council in Portland served a 7-county area. In the city of Portland this council is divided into 6 districts and one professional person is employed for each district.

In the Kansas City area, the Reformed Order of The Latter Day Saints has adopted Scouting as the church youth program. The Kansas City organization has made an attempt to enroll Scouts from low income areas. It is estimated that 4,000 boys were enrolled in Scouting from the low income groups. Fifty-five percent of the troops in this council are church sponsored, with 18 professional staff members enrolling about 35,000 boys.

The Atlanta Boy Scout Council employs 20 staff members, which enroll about 23,000 boys. In DeKalb County, two professional staff members worked with about 2,500 scouts.

All areas also had extensive Girl Scout programs. Total membership in the Girl Scout organization in the United States, as of September 1961, was 3,453,896, with 2,684,565 girl members and almost one million adults assisting with the program.

In the United States the Girl Scout organization reaches about one out of seven girls 7-17 years of age. The proportion was similar in the urban areas studied. In 1945, however, it was one out of 13.

From 1945 to 1961 the girl population 7-17 years of age increased 50.7 percent whereas membership in Girl Scouts increased 193.5 percent. The

TABLE 11. NUMBER OF BOY SCOUTS
AND PERCENT OF POTENTIAL SCOUTS ENROLLED, URBAN COUNCILS, 1961¹

Council	No. Members	Total Percent of boys 8-16	Cub Scouts		Boy Scouts		Explorers	
			No. Members	Percent of boys 8-10	No. Members	Percent of boys 11-13	No. Members	Percent of boys 14-16
Kalamazoo	5,099	25.2	2,816	38.8	1,951	28.7	332	5.4
Denver	22,387	28.8	13,032	44.7	8,144	31.1	1,220	5.4
Nassau	35,000	28.4	19,000	40.4	14,000	30.8	2,000	6.5
Kansas City	27,032	37.7	13,296	50.3	12,671	53.1	1,065	5.0
Portland	32,146	34.0	17,608	52.5	12,000	38.4	2,438	8.3
Atlanta	22,260	21.7	10,534	28.0	9,450	27.4	2,456	7.9

¹ Boy Scouts of America and Girl Scouts of U.S.A., 1961. House Documents 369381, 87th Congress, 2nd session U.S. Govt. Printing Office, Washington 25, D.C.

biggest increase has been in the Brownies, --7, 8 and 9 years of age. Brownie membership increased 5 times from 1945 to 1961. In the intermediate scouts, 10-13, and the senior Scouts, 14-17, membership more than doubled. Approximately half of the membership of the Girl Scouts is in the 7-9 year old category.

The Girl Scouts is organized on a multi-county basis, so membership figures do not coincide with the county boundaries in which the 4-H study was conducted. There were 3,811 Girl Scouts in the Kalamazoo Council, which includes three counties (Table 12). In the Denver Council, which includes slightly over 7 counties, over 16,000 girls were enrolled (of these, 8,943 were in Denver County and 3,024 in Jefferson County). The Portland area council had 8,152 girls, of which 4,439 were in the city of Portland and 1,435 were in Multnomah County outside the city. This Council had a staff of 7 professional people. Of the total members, 57 percent were 7-9 years of age, 39 percent were 10-14, and 4 percent were 15-17. The Girl Scout organization has recently changed to a four age level program.

In the Denver Council, 12 staff members worked with Girl Scouts in the 8-county area served. They have about 20,000 members. About 5,000 volunteer adults work with the girls.

Staff members reported difficulty in reaching the low income areas, characterized by rapid shifts in population and a large number of broken homes. They also have difficulty in reaching the farming communities and the high income areas. This council is now planning an experimental program to reach the low income girls in Denver.

TABLE 12. NUMBER OF GIRL SCOUTS, PERCENT IN EACH AGE LEVEL AND NUMBER OF TROOP ADULTS, URBAN COUNCIL, SEPTEMBER 30, 1962.

	Brownies 7-9 %	Inter- mediate 10-13 %	Senior 14-17 %	Total %	Total No. Girls %	Troop Adults %
Kalamazoo Council, Mich. (includes 3 counties)	52	46	2	100	3,811	1,053
Mile-Hi Council, Colo. ¹ (7 counties, plus parts 2 others)	54	40	6	100	16,233	4,895
Portland Area Council, Ore. ² (4 counties)	51	44	5	100	8,152	2,076
Kansas City Area Council, Mo. ⁵³ (3 counties)		42	5	100	11,216	3,854
Greater Atlanta Council, Ga. (8 counties)	52	43	5	100	12,026	3,685
Nassau County, New York	44	51	5	100	31,343	8,094

¹ Denver Co. --8,943 members; Jefferson Co. --3,024 members.

² Portland City--4,439 members; Multnomah Co. (outside Portland City--1,435 members.

Boys Clubs of America were organized in all areas. This is a building program, and the number of buildings varied from one area to the other. There were two in Kalamazoo and four in Atlanta, Georgia. The number of members ranged from 376 in the Atlanta area to 1,555 in Portland (Table 13). The figures pertain to a metropolitan area. This organization attempts to develop programs for lower socio-economic status boys.

The Campfire Girls is another organization in these urban areas. Membership ranged from 1,971 in Atlanta to 8,970 in Portland. The unit of

organization covered more than one county. The Portland Council covered a 4-county area and had 7 professional staff members. Seventy-four percent of their members were in the 3rd to 6th grades. Only 9 percent were in high school.

The Campfire Girls in Atlanta had a professional staff of 8, including one Negro. In the DeKalb County area of the Council there were 1,971 members, with two professional people working on the program.

TABLE 13. NUMBER OF BOY MEMBERS
IN BOYS CLUBS OF AMERICA, URBAN AREAS, 1962.

Urban Areas	Total No.
Kalamazoo (2 units)	1,276
Denver	517
Nassau	548
Kansas City	881
Portland	1,555
Atlanta (4 units)	376

In Denver the Campfire Girls had 7,000 members in the four counties in the metropolitan area. They participated primarily in outdoor activities, creative arts, homemaking, science, money management, etc. The organization had 512 leaders with one leader per group. Area professional staff members held promotional meetings primarily through the schools.

The YMCA and the YWCA had fairly large building programs as well as community programs in the urban areas.

The YMCA organization in Denver had a central office building plus several branches. They recently initiated a program for Jefferson County, which included building a suburban branch building. The program was primarily swimming and physical training.

The Denver YWCA had about 2,700 members ranging from 12 to 17 years of age. This organization was in the process of expanding to the suburbs. They had classes in swimming, gym and a few in crafts. The Y teen clubs in school included sewing and cooking.

In Nassau County, the Police Boys Club developed an elaborate recreational program for the boys of the county. There were 22 patrolmen working as full time staff members with 22,000 boys from ages 10 to 18 enrolled. Very few were over 16. This program, primarily an after school recreational program, was organized principally through the schools. The organization has two buildings of its own.

Most of the urban areas had community recreational centers with extensive programs for the youth of the areas.

Other Youth Programs

Junior Red Cross of the American National Red Cross cooperates with the public and parochial schools in Denver. It carried out service projects of a local, national and international nature, conducting training camps for student leaders. A teacher sponsors this organization.

Several areas had the Junior Achievement organization. High school members learn principles of business operation by organizing and running small businesses. Voluntary leaders assist with the program. It is financed and supported primarily by businesses and Chambers of Commerce.

The Hilanders Boys Club was organized in Denver in 1916, and it is a voluntary organization supported by membership fees and contributions. The program stresses character building, primarily through military type programs. The program also

includes speech, crafts and bands. This organization enrolls boys 8-18 years of age with about 600 boys enrolled in 1963. Nine staff members are employed; members meet once a week.

The Jewish community centers in Denver had two branches and extensions in several resident areas. They have a program for all age groups, pre-school through senior citizens.

Other youth organizations in the Denver area included the Denver junior police band for boys; the young American league, which enrolls boys 7-15; a junior baseball league; a girls' softball league, and the American Legion baseball program. These recreational opportunities were available in the other urban areas also.

The Denver City parks and recreational program is carried out through 12 recreational centers scattered throughout the city. Recreational programs are offered after school and during the summer.

The schools were extremely active in all areas in providing extra-curricular activities, especially beginning at the Junior High level. This is illustrated by a case in Nassau County. A high school had 56 clubs and organizations from which the students could choose. It also had eight additional physical education activities for girls and 14 for boys. In addition, three musical activities were available: orchestra, band and chorus. The coordinator of student activities reported 86 organized activities available in his school on an extra-curricular basis.

In a Junior High building a large choice of activities was available for students. A brochure described the student activities program as differing from the rest of the school program in that youngsters form the groups purely on the basis of shared interest. This Junior High school had 20 clubs in physical education, such as horseback riding, ice skating, swimming, basketball; 16 clubs in school service, which included health service, library service, social welfare committees, teacher assistants; 29 clubs in hobby and interest, including such subjects as chess, craft club for girls, model airplanes, photography, sewing, stamps, coins, woodworking, and 6 clubs in music, including band, chorus, etc. At the same time schools were putting more emphasis on classroom work and attainment of high grades in school. Hence, the school tended to monopolize time available to youth in these cities for extra-curricular activities.

4-H ORGANIZATION AND PROGRAM

DeKalb County, Georgia

Historical Development

DeKalb County, Georgia, has had an active 4-H Club program for many years. It was started shortly after 1914 by the county school superintendent; at that time the make-up of the county was primarily rural. DeKalb County is becoming highly urban with a small portion of the total land area in farms. As an example, in 1950 the population was 136,359 with a farm population of 6,322. Of this farm population 5,348 were white and 974 non-white. Five years later, in 1955, the population was 193,011. In 1962 the population exceeded 280,000, and according to the county Planning Director, will reach 400,000 by 1980. As a result of these changes in the population structure, the membership in the 4-H program has moved from rural to urban.

About 25 percent of the new homes in Georgia in 1962 were built in DeKalb County. The county administrator said, "It is primarily a rural area which has become suburban". Actually, a few square miles of the city of Atlanta are included in DeKalb County.

In 1962 there were 71 4-H Clubs in DeKalb County with 2,573 members. Of this total, 1,077 were boys and 1,496 girls. Also of this enrollment, 18 clubs were non-white with 662 members. Of the non-white members, 259 were boys and 403 girls. A large increase in the non-white membership took place in 1963--from 662 to 907. Most of the non-white clubs met in the schools during regular school time.

The County Extension agents, who spend the majority of their time on 4-H, teach at one or two 4-H Club meetings each afternoon after school. The 4-H Club program is carried out from September or October to April or May. In the summer months camping and other activities are held.

The county government contributes \$1,200-\$1,500 for salary to each agent and provides \$700 for travel for each agent. It also provides office space and the secretarial help. In the past few years county government has increased their contribution about 10 percent per year.

The County Extension staff works very closely with county park and recreational personnel. This unit of government is establishing five community centers throughout the county, and Extension will have an office in each of them.

4-H members were classified on the basis of place of residence. Of the 2,573 members, 221 were classified farm, 540 as rural non-farm and 1,812 as urban. The enrollment in 4-H Club work in the state in 1961 was 148,813 boys and girls. Of this total about 38 percent were classified as farm with 27 percent rural non-farm and 35 percent urban.

The chairman of the DeKalb County Extension staff, until 1954, was strictly oriented to agriculture, and devoted little time or effort to any program for urban people. Since 1954 the staff, under the leadership of a new chairman, has attempted to adapt the program to the urban population.

There were two school systems, one in the city of Decatur and one in the county. The school system in Decatur had very few white 4-H members. An area vocational school and a community junior college were being built in DeKalb County.

Organization for 4-H Club Work

The County Extension staff consists of 10 professionally trained agents. Eight of these staff members are white and are located in an office in Decatur. The two non-white agents are located in an office outside the city. Located in the Decatur office are: (1) County Agent, Chairman, spending 10 percent of his time on 4-H; (2) Home Demonstration Agent, adult work, with 10 percent of her time on 4-H; (3) Assistant County Agent, adult work and 20 percent of his time on 4-H; (4) two Assistant County Agents, 90 percent of their time on 4-H; (5) one Associate Home Demonstration Agent spending 100 percent of her time on 4-H; (6) two Assistant Home Demonstration Agents spending 90 and 30 percent of their time on 4-H; (7) two non-white Assistant County Agents spending 75 percent of their time on 4-H.

The organizational structure through which youth work is carried out in DeKalb County is shown by the chart. The County Extension staff is responsible at county level to the Director of Community Services, which is a division of county government. The Director of Community Services is responsible to the county Board of Commissioners. This board is made up of five elected individuals. The county staff is also responsible to the district supervisors, who in turn represent the Director of the Extension Service. The Director has a state Extension Advisory Committee.

The Extension staff has organized a County Program Development Board. This board is made up of representatives from the 4-H advisory committee, farm organizations, commodity groups, home demonstration council, 4-H leaders council, civic groups and other selected leaders in the community. The responsibilities of this board are to advise on the scope and nature of the Extension program and to assist in the appraisal of the effectiveness of Extension work. The representatives on this board are appointed by the Extension staff.

The 4-H phase of the Extension program also receives assistance from the 4-H advisory committee. This committee is made up of representatives from the 4-H Leaders Council, the Junior-Senior Council (junior leaders) and business and civic leaders who are interested in promoting 4-H Club work. This committee advises on 4-H Club work and solicits resources for the awards and prizes given as a part of the program. The group meets when necessary, and during 1962 met eight times and raised over \$1,000 for the program.

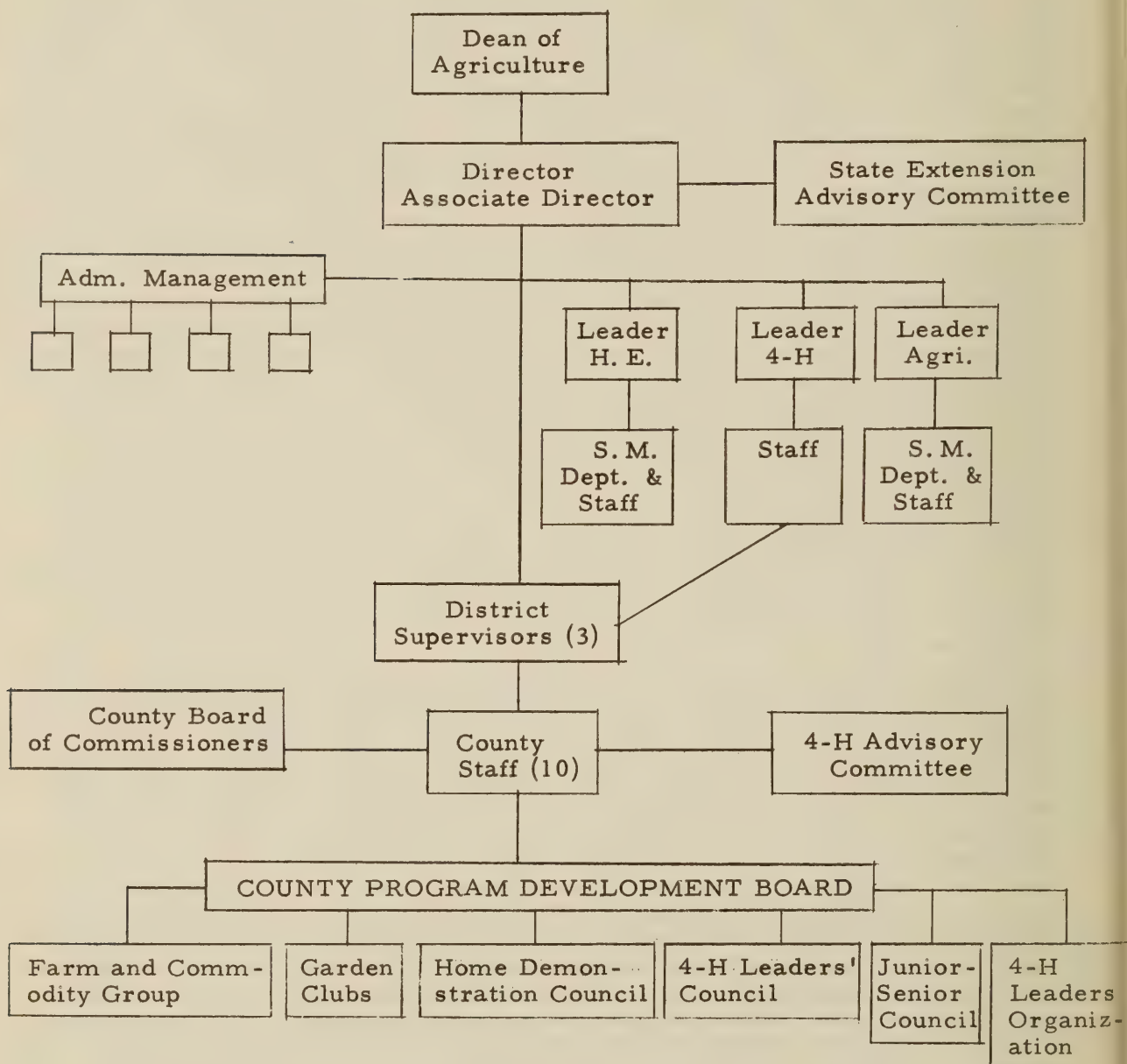
The 4-H Leaders Council is a local organization composed of faculty advisors, local leaders and members of the 4-H advisory committee. During 1962 the membership of this group totaled 175, with approximately 50 assuming active leadership. This organization assists with the promotion of 4-H Club work and advises on policy and procedures for the local program.

The county 4-H Club councils are composed of all 4-H officers of the 71 local 4-H Clubs. There is a Senior and a Junior County Council in DeKalb County. These councils are to give the 4-H members an opportunity to develop their own county 4-H program as well as to provide the Extension agents with the opportunity to better understand the needs and interests of the boys and girls.

Scope and Nature of the Program

Of the 2,573 members enrolled in 4-H in the county in 1962, approximately 1801 resided in the urbanized areas. According to the 1960 census there were 34,234 youths ages 10-19 in the urbanized area. Hence in 1962 the 4-H program enrolled about 5.3 percent of the potential. About 52 trained community leaders assisted with the program. In addition, numerous faculty advisors, other local people and members of the 4-H advisory committee

ORGANIZATIONAL CHART FOR DEKALB COUNTY EXTENSION SERVICE



gave their assistance.

The 2,573 members were enrolled in 12,709 projects and activities, as follows:

<u>Project or Activity</u>	<u>No. of Members</u>
Agronomy (crops and soils).	87
Horticulture (fruits, vegetables, landscaping).	970
Entomology and plant pathology.	431
Conservation (soil, water, forest, wildlife).	641
Poultry.	141
Dairy.	13
Beef.	74
Swine.	51
Other Livestock.	127
Engineering (including electrical, tractor, automotive).	1,207
Management on the farm.	271
Marketing and business.	184
Clothing.	813
Foods and Nutrition.	919
Home Improvement and Furnishings.	474
Family Life Education.	576
Personal Development (public speaking careers, grooming).	955
Management in the Home.	527
Health.	2,022
Safety.	666
Recreation (including crafts).	916
Community and Public Affairs.	644
Total	12,709

The state 4-H staff has made some adaptations in 4-H projects. For example, a member can take the dairy project for the first two years and not be required to have a calf. In the barbecue project it is not necessary for the member to raise chickens.

Several of the projects were graded on an age basis. The Clover Leafs are those 10 and 11, the Junior 4-H'ers are 12-14 and the Senior 4-H'ers above 14 years of age.

4-H Club enrollment in 1962, by years in 4-H, is shown in Table 14. About 58 percent of the enrollment were first year members. Another 21 percent were second year, while 15 percent were in their third year of 4-H Club work.

TABLE 14. DISTRIBUTION OF 4-H MEMBERSHIP BY YEARS IN CLUBWORK

<u>Year</u>	<u>Number</u>	<u>Percent</u>
First	1,480	58
Second	555	21
Third	390	15
Fourth	78	3
Fifth	29	1
Sixth and over	41	2
Total	2,573	100

Table 15 shows the distribution of the 1962 membership by age. About 83 percent of the membership were in the 12 year or younger group while 14 percent were in the 13-15 category. About three percent were 16 years old or older.

TABLE 15. DISTRIBUTION OF 4-H MEMBERSHIP BY AGE

Age	Number	Percent
12 years and under	2, 149	83
13-15 years	360	14
16-20 years	64	3
Total	2, 573	100

Recruitment and Recognition of Members

The recruitment of 4-H members was done primarily through the schools. Prior to 1959, most of the 4-H Clubs met on school time. However, by 1962 only eight of the 59 white 4-H Clubs met during regular school hours. All of the non-white clubs except one met on school time.

In 1959 the 4-H membership in the county dropped from 4, 500 to 1, 800. This resulted from the new policy that 4-H should not be held on regular school time. The local school administrators made this decision. Following this action the Extension staff put emphasis on leader training, developing a formal leader training program around a series of ten meetings.

The age requirement for 4-H membership in this county was 10-19 years.

In September and October of each year the Extension agents arrange to meet and speak to boys and girls in the fourth, fifth, sixth and seventh grades about 4-H Club work. For various reasons arrangements cannot be made to meet in all the schools, however, many of them are included. The agents may speak to the children in general assemblies or in individual grades. Enrollment cards are distributed, and if several boys and girls express an interest, arrangements are made to meet the group after school and organize a 4-H Club. This 4-H Club will then generally meet after school in the school building. The school principal or another teacher will be assigned as faculty advisor to the club. As indicated earlier, a few clubs organized in this manner would meet on school time. In most cases an Extension agent would attend each meeting and present some kind of project training.

Recently a few 4-H Clubs have been organized through the school contacts but meet in the evening. This 4-H Club might be classified as a community club or as a project club. The Extension agents have a less active part in these 4-H meetings since the local leader assumes more responsibility. Also, the Extension agents have recently started two county wide project clubs in which older members can participate. These are advertised and promoted throughout the county, and interested members make direct contact with the Extension office. The Extension agents assume the leadership responsibilities in these clubs.

Several other groups have been organized recently based on special interests. Special interest groups are organized in the areas of art and travel. These groups meet on Saturday morning.

About 650 members are enrolled in junior garden clubs. Local adult neighborhood garden clubs sponsor the junior garden club 4-H projects.

Other ways in which members become interested in 4-H are by: (1) contacts through mass media, (2) contacts through other members and leaders, and (3) through personal contact by the agents.

In recognition of 4-H members the usual county awards, including ribbons, prizes and money, are presented for exhibiting projects and for participation in various contests and events. Several trips to camp by various groups are available as well as trips to district and state events and contests.

The donors for the 4-H Club program in DeKalb County were civic groups, businessmen, banks, former members and interested individuals in the community.

Recruitment, Training and Recognition of Leaders

There are three kinds of leaders in the county 4-H program. The school leader, who is the contact person in the school, is usually the principal or a school teacher. His responsibilities are to arrange for the physical facilities for 4-H Club meetings and to contact and distribute information to members. These leaders are recruited through direct contact with the school principal.

The program or community leader assists with a large community club in the school or outside the school. These leaders are contacted through interested members or on the recommendation of a school principal or another person in the community.

The project leader assists with a small project club or will teach a project in a larger club. These leaders are recruited through individual contact by the Extension agent primarily because of their skill in a certain subject matter.

Recently an intensive leader training course, consisting of seven lessons, was given to about 50 community and project leaders. It is felt that leaders taking this training will be more active in the 4-H Club program.

Leaders in DeKalb County are given the usual completion pins and certificates at the end of various periods of tenure. Also, several special awards are given for outstanding performances. The leaders and members are recognized at an achievement banquet once a year.

Observations

This program is in a transitional period between complete dependency on the school system and development of community leadership. The program is still tied very closely to the school, and the number of local out-of-school leaders who have been recruited, trained and retained in 4-H is very small. Few who have gone through the leadership training program are active in 4-H. Completion of projects by members is very low.

The symbols in the Extension office are representative of agricultural life. Many influentials felt urban youth should know about rural life, because most are only one generation removed from the farm.

The county budget for Extension was about \$80,000, but this included funds for eradication of the fire ant and fighting forest fires. Hence, the county agent assumed administrative responsibilities for procuring services beyond the traditional Extension educational program.

Denver and Jefferson

Historical Development

The urban 4-H program started in Denver City in 1943 during World War II as Victory Garden projects. These projects were conducted by Extension in cooperation with the schools. At the beginning and immediately after World War II the 4-H position was financed by a group of businessmen. Around 1948 the public school system assumed responsibility for this position under an agreement whereby a person worked half time for the school and half time for the Extension service. This arrangement has continued until the present time.

In Jefferson County, prior to 1953, the 4-H program was strictly rural with about 550 youth enrolled, primarily in beef, sheep and poultry projects in addition to the home economics program. In 1953, a person joined the staff who had been reared in the city of Denver and who was interested in developing an urban program. He began working through the schools, and the enrollment tripled within two years. This emphasis on urban work has continued to the present time. In the past 20 years this county has been transformed from almost entirely rural to that of a suburban county. Some traits of the rural culture still linger on, e. g. the number of families with riding horses.

Formal Organization of Extension

The state 4-H club staff is located at Colorado State University in Fort Collins. The state 4-H office has four staff positions, the 4-H club leader and three assistants. The assistants are supervisory and assist with 4-H program development throughout the state. (see Extension Organization Chart). The director of Extension is responsible to the President's office. The activities of a general extension nature are administered by the Cooperative Extension Service. Therefore, the Director of Extension is in charge of all off-campus services. He is not responsible to the Dean of Agriculture, who has charge of the resident research and teaching program in agriculture.

The 4-H program in the state includes slightly over 22,000 members. Of these, 9,000 are farm, 4,000 rural non-farm, and 9,000 from urban areas. The district agent is in charge of all three phases of the county programs.

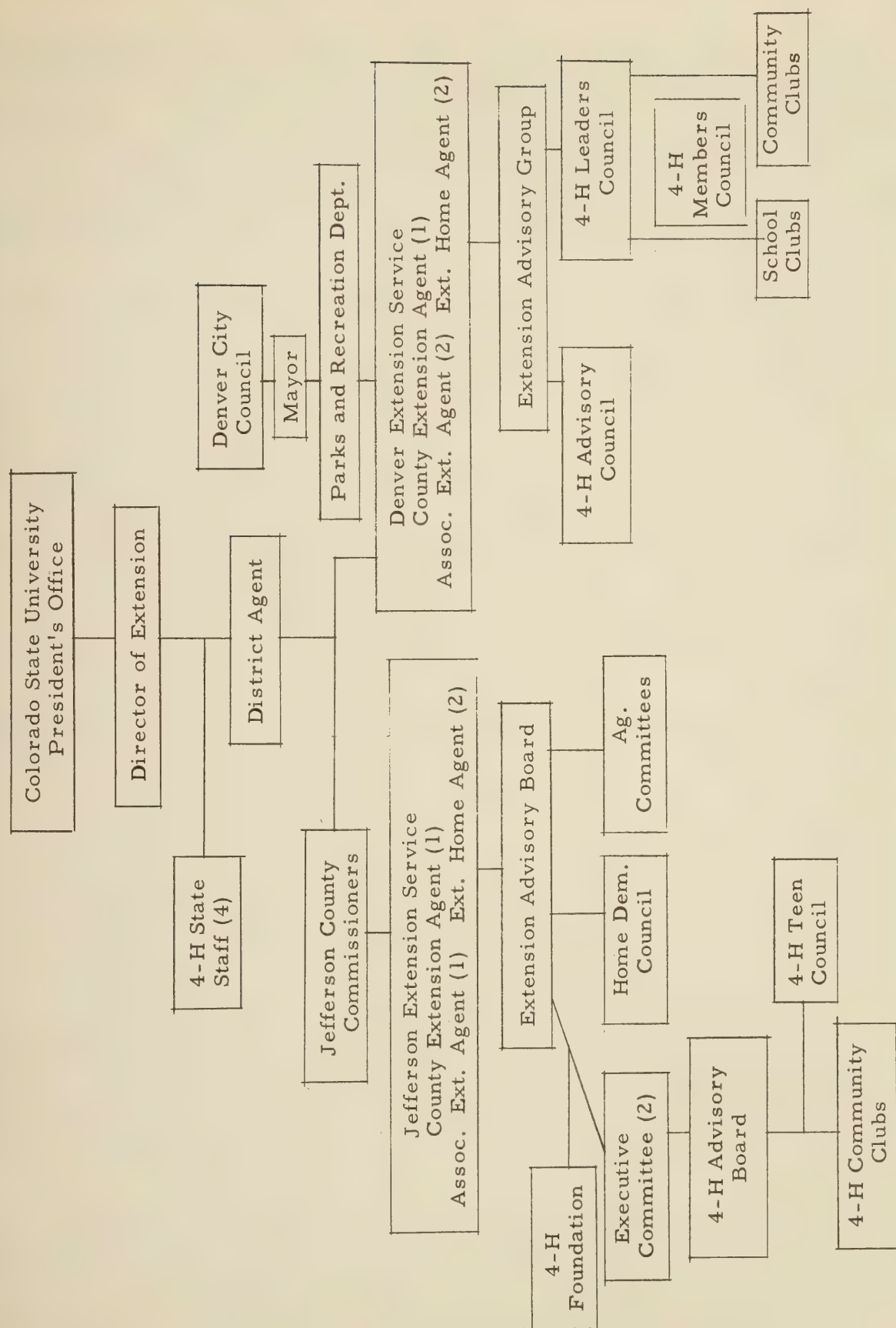
The Jefferson County Extension Service has 4 staff positions: an Agricultural Extension Agent, in charge of the office; an Assistant Extension Agent who works 60 percent with the 4-H program; an Extension Home Agent who works primarily with the adult home economics program; and another position in extension home economics staffed by a person who works about 95 percent with 4-H. This person has recently resigned.

The overall extension advisory board was appointed by the county commissioners in 1961. There are 5 people on this board appointed for 1, 2, or 3 year terms. It is advisory concerning the Extension program and is the liaison group between the county commissioners and staff. This group meets once a month and members are not paid.

A 4-H executive committee is composed of 10 members. It has responsibility in the area of programming and provides an extra labor pool. The members are elected by 4-H leaders annually with the advice of the staff.

There are 270 leaders in this county who make up the 4-H leaders organization. This organization meets every other month. Usually about 40 attend out of the 270 leaders.

DENVER AND JEFFERSON COUNTIES' EXTENSION ORGANIZATIONAL CHART



There is also a 4-H council of teenage members, primarily an action group, made up of two from each high school district, plus one from each one hundred 4-H members enrolled. These members, selected by all 4-H leaders and 4-H members, meet every month.

The Extension program is financed by the county contributing half and the state office half. County funds are appropriated by the county commissioners. About \$23,000 was contributed in 1962 by the county commissioners for the Extension program. An additional fund of about \$7,000 is provided by the county commissioners for 4-H premiums at the county fair. The county agent controls the money.

A 4-H foundation was established in 1958 in Jefferson County. It now has about \$39,000 on hand and the goal is for \$50,000, after which only the interest from the investment will be used.

A few years ago the trustees of the 4-H foundation initiated a request to United Fund to be included in their campaign. United Fund rejected their request on the grounds that 4-H is a tax supported organization.

The Denver County Extension staff includes: the County Extension Agent in charge, two assistant agents and two Extension home agents. The agent in charge spends about 5 to 10 percent of his time on 4-H, one Extension home agent spends 25 percent of her time, another Extension home agent 80 to 90 percent of her time on 4-H, an assistant extension agent 33 percent of his time and another assistant agent 50 percent of his time. (This latter agent works half time for Extension and half time for the Denver public schools.) Hence, an equivalent of slightly over two staff members work on 4-H.

The agent in charge of the office coordinates the total staff effort, administers the office, helps evaluate the program, and participates in county-wide or state-wide functions.

In Denver, the extension office is an integral part of the Parks and Recreation Department of City government. The mayor, as executive officer, is responsible to the city council.

The Parks and Recreation Department is one of 7 major departments in the city government. Extension is responsible to this department for budget purposes. The agent in charge meets once per month with this department and participates in budget hearings. The administrators of the Recreation and Parks Department are mainly consultive. They examine the budget, work program and work performances, but they generally accept the recommendations of the Extension staff with respect to the program. There are 11 centers scattered throughout the city which are administered by Parks and Recreation; Extension frequently cooperates with these centers on various programs.

There is an overall advisory group to Extension which consists of the chairman of the Home Economics groups, 4-H Council chairman, and the Denver Agricultural Livestock Council. Its purpose is primarily to help plan the annual schedule of work. It meets at various times depending upon the need.

An advisory group works with 4-H, called the Denver 4-H Advisory Council. This is made up of people interested in 4-H work who serve on the council voluntarily. Their purpose is primarily to raise money and to promote 4-H club work. Members are selected primarily by agents. They meet six times a year.

A 4-H leaders organization is made up of all volunteer leaders; two leaders from each of the four districts plus three officers comprise the executive committee. Their responsibilities are to develop activities and programs for 4-H. They also serve on committees, such as the dress revue committee and achievement program committee. This group meets six times a year.

To finance Extension, the city contributes 50 percent and 50 percent comes from state and federal funds. This past year about \$23,000 were contributed by

city government to the Extension service. The total costs for the program were \$22,800 for 4-H, \$15,000 for agriculture, and \$8,000 for home economics, or approximately \$45,800. The city pays half of this sum. The 4-H advisory council raises between \$2,000 and \$2,800 annually for the 4-H program.

The Extension office is located at some distance from the Parks and Recreation Department offices, in an office in one of the city parks.

Denver 4-H Program

In 1962 there were 1,916 4-H members in the city. According to the 1960 census there were 88,939 youths ages 9-19 in Denver. Hence the 4-H program was reaching about 2.2 percent of the potential.

Thirty-three percent of the membership were boys. Eight hundred and ninety-six of these members were in community clubs and 1,020 in school clubs. Of the 1,020 members in school clubs, about 200 members met immediately after school and about 800 met on school time. There were 139 4-H clubs in this city with 29 being school clubs; school clubs were much larger than the neighborhood out-of-school clubs. The 29 school clubs were in 15 schools or about two clubs per school. Of these 29 school clubs, 9 met out of school and 20 met on school time. As to projects in these 29 school clubs, 12 had a first aid project, 9 took soil conservation, and one or two each carried such projects as forestry, safety and gardening. Of the 15 schools having 4-H, 11 were public and 4 private.

The school clubs ranged in size from 11 to 65, with an average of 35 members per club. On the other hand, the community clubs averaged about 8.5 members per club. All school clubs except two had both boys and girls as members. Most of the community clubs were girls only. Sixty-five community clubs were girls clubs only, 9 clubs were all boys, and 21 were mixed boys and girls. Probably not more than 10 to 15 percent of the membership in community clubs were boys. The age distribution of the members in 1962 was as follows:

<u>Age</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
10 years or under	222	483	705
11	215	366	581
12	107	242	349
13	43	116	159
14	26	37	63
15 and over	21	38	59

In Denver City, the 1962 4-H projects with enrollment in each was as follows:

First Aid	593
Clothing	493
Foods	471
Conservation	380
Safety	109
Garden	80
Home Furnishings	73
Forestry	54

Photography	52
Knitting	45
Home Beautification	45
Electricity	39
Childcare	25
Dog Training	23
Girl Junior Leaders	21
Rabbits	18
Entomology	18
Food Preservation	13
Leather Craft	10
Automobile	8
Rifle Safety	8
Home Nursing	5
Crafts	1
Boy Junior Leaders	1

Eighty-eight percent of the projects started were completed.

Some of the activities and events available to 4-H members were giving demonstrations, home economics and vegetable judging, the talent shows, one act plays, speeches, square dancing, field days, Christmas party, stock show matinee, 4-H camp, achievement night, conservation camp and fair. Members are given recognition at achievement night and in newspaper stories.

Awards for members include one-, five- and ten-year pins, completion certificates each year, and awards at fairs. Four free camp scholarships are given in addition to the regular county and national awards. Conservation trophies are given to school clubs.

4-H has access to the state Extension-owned camp and a YMCA camp where 160 can be accommodated. Older members often go on state tours.

The talent, one act play and speech contests have held an important place in the Denver program. A window display contest is held in the county with a trophy being presented to the best window. Two 4-H field days include competitive games after which refreshments are served. The Denver 4-H achievement night is held in the local high school at which approximately 400 turn out for pot luck dinner. National award winners are recognized and five- and ten-year pins are presented.

The girls who enroll in clothing projects have a style revue at the county fair at which professional models help the girls with modeling and accessories. A county demonstration contest is held.

The Denver Chamber of Commerce recognizes one 4-H member a month for outstanding accomplishment. This recognition is in the form of a complimentary luncheon for the member, his parents and 4-H leader. This event is sponsored by the Farm Youth Committee of the Denver Chamber of Commerce.

The office has a slide projector and tape recorder to give visual 4-H promotional programs, also one full time and one half time secretary.

There were 160 leaders working with 4-H in Denver. A major problem is obtaining voluntary leadership. Leaders are recruited by being encouraged by prospective members to assume the job. Also, informational adult meetings are held through school contact. The staff has found difficulty in recruiting leaders, because other activities compete for the adults' time.

Training is given these leaders on organization, 4-H philosophy, needs of boys and girls, methods of teaching and project work. Attendance has not been very encouraging at leader training meetings.

A leader recognition banquet is held annually at which pins and certificates are given to the leaders who have served one, five, ten, fifteen, and 20 years.

No local leaders are paid (except teachers are paid while they are teaching 4-H projects as a part of their classroom responsibilities).

A majority of the 4-H clubs were organized in the fringe of the city. This is true for school as well as community clubs. There were very few clubs in the northeastern section of the city and the central city where low income Negro and Spanish families lived.

In 1960 this county reported a completion of about 88 percent of the projects started. Of those who completed, 64 percent were girls and 36 percent boys.

The requirements for 4-H membership in this county are that members must take a project, they must be 9 to 21, they must have an adult leader, and the group must have at least 5 members.

Recruitment of new members is carried out by use of such mass media as newspapers, television and radio. A major recruitment method is working through the public schools, especially by the person who is employed half time as a teacher.

Community clubs were organized in the following way. 4-H agents met with students in class rooms during the school hours. The need of securing voluntary leaders before organizing clubs was discussed with each class. 4-H promotional brochures were distributed to each individual within these classes, usually the 4th, 5th and 6th grades. The students took these brochures home to parents. Potential leaders as well as names of the boys and girls who might be interested in forming the club were obtained. In order to secure leaders for new clubs, parents were requested to sign the statement, "I am interested in 4-H leadership." At a pre-arranged time, usually three to four days following the original talk, the agent returned to the school to collect the signed coupons, either going to the classroom or to the principal's office. From the information obtained on these coupons, the agent then proceeded to organize clubs. The actual organization of the club usually was carried out at the home of a leader with parents of the interested boys and girls meeting with the leader and the agent at a scheduled time. This procedure would be used to form community clubs.

Organization of a school club was much simpler. In this case the leader was usually a teacher who volunteered her services. This club must have the consent of the principal as well as interest of the teacher. Some of the clubs met after school hours although most met during classroom time. These clubs usually took conservation, first aid, safety and forestry projects. They required considerable servicing by the 4-H staff.

Another method in securing members is working directly through the recreation centers in starting new 4-H clubs. Either outside or indigenous leaders may form a club with boys and girls who attend the center. These clubs usually participate in homemaking or craftsmanship projects. They have the advantage of the facilities of the center. This type of organization seems to be growing in the urban program.

The staff was not in agreement on the most effective way to organize 4-H--in school or out-of-school. The person working part-time with the school was convinced about the value of working through the schools to organize 4-H and having 4-H on school time, or at the end of the school day. However, the state staff and other members of the county staff in Denver were generally not promoters of organizing 4-H in schools. They were of the opinion that this did not permit members to take part in other activities beyond the project. They also criticized the lack of continuity in leadership because members would be in 4-H one year and the next year might be in a class where 4-H was not offered.

Ag. & Home Ec. Program (Denver)

The agricultural and home economics phases of the Extension program in Denver are oriented to an urban population. Much of the effort of the staff is oriented to mass media methods. Subject matter areas emphasized are: horticulture, entomology, plant pathology, home grounds improvement, home furnishings, planning and management of the home, clothing selection and care, food preparation and selection, and nutrition.

In 1962 the staff estimated it spent about 500 days on adult work and 600 days on 4-H Club work. They have a weekly half-hour television program in Denver and use radio extensively; for example, in 1962, 165 radio broadcasts were made and 106 television broadcasts. Telephone calls take up much time of the Extension staff, especially in spring and summer; 16,390 telephone calls were either received or made. In addition, 21,000 publications were distributed to the public. There are 12 homemakers clubs with 135 members. There are no urban programs for business men or agri-business personnel.

The home economics staff is trying to develop a new program in low income areas of the city by cooperating with settlement houses. Since the public school is operating a vocational training program in the city, there is some feeling on the part of the school administration that the home economists in Extension should not be promoting adult education work of this nature, because it is competing with what the vocational schools are attempting to do in the city. The school administrator did not view giving information to people on shrubbery and lawns as being competitive with his adult education program; not did he view the youth program as competitive.

Jefferson County 4-H Program

Jefferson County has established the following goals for 4-H; (1) have practical experiences, (2) visualize opportunities, (3) acquire knowledge, skills and attitudes for satisfying individual and family life, (4) appreciate the dignity of work, (5) develop satisfying spiritual values, (6) work cooperatively, (7) appreciate nature, and (8) learn wise use of leisure time.

The 4-H program is open to boys and girls 9 years of age or older. The number of members has more than doubled since 1955, without an increase in professional staff. In the opinion of one agent, this has changed the responsibilities of the professional staff from that of subject matter specialists to overall leadership development. The program is expected to provide opportunities for the small percentage of people with farm background, but at the same time it attempts to satisfy the urban and suburban youth.

During 1962, 1,376 4-H members were enrolled in 4-H, with 1,195 being in the urban portion of the county. The number of local voluntary leaders was 270. The members carried 3,286 4-H projects. Eighty-one percent of these projects were carried to completion. According to the 1960 census, there were approximately 21,180 youths ages 9-19 in the urban portion. The 4-H program was reaching about 5.6 percent of the potential.

Clubs were organized generally on a project basis, but the staff has recently started emphasizing community clubs.

This county had 330 boys and 1,046 girls enrolled in 1962. Eighty-two percent of the boys and 80 percent of the girls completed their projects (Table 16).

TABLE 16. NUMBER OF YOUTH ENROLLED IN
AND COMPLETING 4-H PROJECT.

	Enrolled Number	Completed Number	Completing Percent
Boys	330	266	82
Girls	1,046	844	80
Total	1,376	1,110	81

As to place of residence of the 4-H members, 2 percent were from farms, 15 percent rural non-farm and 83 percent urban. A greater proportion of boys as compared with girls were from the farm and rural non-farm areas (Table 17).

TABLE 17. PLACE OF RESIDENCE OF 4-H MEMBERS,
JEFFERSON CO., 1962.

	Boys %	Girls %	Total %
Farm	5	1	2
Rural non-farm	27	10	15
Urban	68	89	83
Total	100	100	100
Number of members	330	1,046	1,376

Sixty percent of the members were 9 to 11 years of age. In fact, 41 percent were 10 or under. Nine percent were 15 and over (Table 18).

TABLE 18. DISTRIBUTION OF 4-H BOYS AND GIRLS BY AGE,
JEFFERSON CO., 1962.

Membership	Boys %	Girls %	Total %
10 years and under	31	44	41
11	20	19	19
12	12	12	12
13	17	12	13
14	10	5	6
15 and over	10	8	9
Total	100	100	100
Number of members	330	1,046	1,376

As to the tenure of 4-H membership, 45 percent of the members were first year members, 25 percent were second year and 13 percent third year. Five percent had six years or more experience in 4-H.

The members enrolled in 2,979 projects for 1962. Over half of this enrollment was in clothing and foods. Personal development and family life education were activities carried by many clubs in the county.

The following listing shows the number of members enrolled in each 4-H project and activity in Jefferson County, 1962.

<u>Projects</u>	<u>Enrolled</u>
Corn	1
Sorghums	1
Home Beautification	65
Gardens	66
Entomology (including bees)	34
Soil conservation	8
Range management	3
Irrigation	1
Wild Life conservation	113
Forestry	44
Weeds	4
Chickens	29
Turkeys	5
Dairy	21
Beef	51
Swine	6
Horses	158
Rabbits	35
Dogs	42
Sheep	70
Electricity	18
Tractor	5
Automobile	17
Clothing	838
Foods	791
Preservation	14
Home Improvement and Furnishings	115
First Aid	56
Home Nursing	7
Child Care	25
Safety	142
Photography	43
Leather Craft	78
Craftsmanship	82
Total enrollment in Projects	2, 979

<u>Activities</u>	<u>No. Members</u>
Management in the home	500
Family life education	800
Personal Development (public speaking, careers, grooming, etc.)	800
Community and public affairs	600
Knitting	158
Handicraft	13
Woodwork	29
Fishing	16
Money Management	15
Family Living	3
Gun Safety	113

Junior 4-H Club LeadersNo. Members

Older club boys	23
Older club girls	50

The major events for 4-H members were the spring festival held for one week, both day and evening, on the fairgrounds, the 4-H fair held the last week in July for 3 1/2 days, and achievement night. At the spring festival, 14 or 15 clubs usually gave one act plays; several members participated in public speaking contests; horticulture judging included 80 to 100 members, and 2 days were devoted to home economics judging. Other contests were held in rifle, entomology and auto driving.

The style show and dress revue were held at the 4-H fair, in 1962. Out of 700 members in clothing, about 500 were in the dress revue with several thousand people in attendance. There were 2,300 exhibits at this 4-H fair.

There were 100 entries in 1962 at the state fair in Pueblo, and 140 in the national awards program. This county had 72 county winners, 4 state winners, and 2 national winners. One member went to the national 4-H conference in Washington, D. C.

Another important activity is the achievement night which was attended by 465 in 1962. Fifty-one members and leaders from Jefferson County attended the statewide 4-H club conference in June. Fifty-six members attended a Junior leader workshop.

Additional activities in 1962 were: 12 square dances with an average attendance of 300, two IFYE programs, and 3 home improvement tours with an average attendance of 98.

Two additional money making activities are the candy sale and the auction and county store which have netted about \$9,000 in each of the past few years.

Two camp sessions are held for 4-H members, a 4-day camp for those 14 and over and a 6-day camp for those under 14. About 10 percent of the younger members go to the camp owned by the state 4-H organization, situated 80 miles west of Fort Collins.

Members are recruited generally by working through the schools. An enrollment drive is held each year followed by a leader training program. The enrollment drive is aimed at the 4th, 5th and 6th grades--beyond this grade level the agents have found very little interest in 4-H. At one time the agents met personally with the classes, but now teachers distribute the brochures. About 15,000 youngsters were contacted this way in 1962.

Children are asked to take the folder home and discuss it with their parents. If a boy or girl decides to join he contacts a leader whose name is listed on the brochure and who lives nearby. These contact leaders are all women. This leader then holds organizational meetings and attempts to recruit leaders for the new club. There is no minimum number required to start a club.

The brochure tells parents that members receive good training in projects and citizenship and that several members are eligible for awards, educational trips, and even college scholarships. Youth are told they may turn their spare moments into activities that are fun.

There are three kinds of leaders in this county: the community leader, the project leader, and assistant leader. The district leader type was considered not very effective.

Leader training begins soon after new leaders are recruited. The first training meeting lasts about two hours and covers organization. Six weeks later a regular workshop is held for one day or two nights. This is

county-wide. Agents in the four metropolitan counties cooperate in teaching this workshop. In 1962, 75 new leaders took this training in Jefferson County. Leader newsletters are published monthly.

Workshops are also held for project training; training is given on planning programs; workshops are held for fair superintendents and junior camp counsellors. This county held 66 leader training meetings for 4-H in 1962. Attendance was judged as good.

About 95 to 100 new leaders are recruited each year; it was estimated that the program loses about that many each year.

Several difficulties have been encountered in the recruitment process. Agents generally do not have personal contact with the schools. Staff would like to see leaders assume more responsibilities in distributing the brochures through the school. Recruitment of members by mass media was judged to be very ineffective. More leaders are needed, especially for boys' projects.

Competition for time of youth and parents is intense. The school has priority on youth. They have considerable homework in addition to other school activities and youth organizations. Recreational opportunities in this area are many. Parents also say they are extremely busy.

Some staff members felt the office did not have adequate professional or office staff to assist with the 4-H program.

The facilities available for 4-H included use of the fair grounds free of charge. Any non-profit 4-H activity could be held in schools.

The office equipment included an addressograph, opaque projector, dictaphone, electric typewriters and a 40-foot flannel board. The staff felt it needed a sign painting set, and it would like to put 4-H information on IBM cards. There were three secretaries for the total extension program.

Ag. & Home Ec. Program (Jefferson)

According to the 1962 annual report, Jefferson County staff devoted 547 days to adult work and 475 to 4-H club work. About 1/5 of the work with adults was on lawn and shrubbery problems. Considerable emphasis was given to all areas of horticulture. Only a few days were devoted to the traditional subject matter areas of agriculture. In the spring and summer months 98 percent of the contacts are strictly urban; there were very few activities with farmers.

The major areas of emphasis in the home economics program were home furnishings, clothing selection and care, clothing construction, food preparation and selection, and nutrition.

Mass media were used extensively in this county as illustrated by almost 22,000 telephone calls received or made. One hundred and forty-three newspaper releases were prepared. Over 12,000 publications or circulars were distributed, primarily by the agricultural agents. Thirty-nine training meetings were held for local leaders by the home economists, 22 by the agricultural agents, and 49 by the 4-H agents. One hundred and thirty-nine meetings were held for adult work and 235 for youth work. Local leaders were active in home economics. There were 31 organized home economics groups with 387 members.

Jackson County, Missouri

Historical Development

Jackson County, Missouri, has had an active 4-H club program since the passage of the Smith-Lever Act in 1914. Kansas City is the second largest city in the state, with a metropolitan area population of over 1 million. Part of the metropolitan area of Kansas City overlaps into Jackson County.

The County Extension Center, which includes the 4-H Club office, has been located near the city of Independence, approximately 20 miles from downtown Kansas City. Prior to 1958 the majority of 4-H members came from the rural areas of the county; the heaviest concentration was around Independence. As Kansas City spread further out into Jackson County, more boys and girls in the urbanized area became 4-H Club members. The policy in this county has always been to encourage any boy or girl interested in 4-H to participate regardless of where they lived. The intensive systematic effort to reach boys and girls in the urbanized areas was started about 1960.

In 1962 there were 42 4-H Clubs in Jackson County with 1,483 members--942 were girls and 541 were boys. Members were classified on the basis of farm and non-farm, with 329 farm and 1,154 non-farm. Thus, according to this classification, 77 percent of the 4-H members were non-farm and 23 percent were farm. The total 4-H enrollment in the state was 39,123, of which 34 percent was classified as non-farm and urban while 66 percent was farm.

Organization for 4-H

The University of Missouri recently organized all its Extension activities into a single division called The Extension Division. This Division has an office and staff in every county in the state. The resources of the entire University are available through these offices, which are known as University Extension Centers. In effect, every county has a branch of the University. The county government pays all costs of the local office and shares in the salaries of the professional personnel. The University makes available, at no additional cost to the counties, a staff of subject-matter specialists and a large amount of printed material and teaching aids.

The major branch of the Extension Division is the Cooperative Extension Service. It has the responsibility of disseminating information on all subjects relating to agriculture and home economics to all the people of the state. 4-H club work is a major part of the Cooperative Extension Service.

The Extension staff consists of 10 professionally trained people. Seven of these staff members are located in the main office in the Farm Bureau Building a short distance from Independence. The other three staff members are housed in a branch office in downtown Kansas City. Located in the main office are: the County Extension Director, one Extension Home Economist, one Extension Horticulture Agent, one Extension Agriculture Agent and three Extension Youth Agents. In the branch office in Kansas City the three staff members are: one Administrative Assistant for Continuing Education, one Extension Home Economist and one Urban Extension Home Economist. (The latter works with the low income families and is supported in part by a Ford Foundation Grant.)

The organizational chart shows the structure through which youth work is carried out. The County University Extension Council is the overall policy making group at the county level. Members are elected on a township basis, one man and one woman are elected by the people in each township. Kansas City has two districts, and therefore has four representatives on the council. The three judges who make up the county court are members of the council. Municipalities with a population above 30,000 have representatives--one man and one woman--on the council. They are appointed by the mayor of the municipality. Each of three farm organizations appoints one person to the council. There are 25 on the county council. The council meets bi-monthly and annually elects four officers.

The County University Extension Council elects an executive committee annually. This committee works directly with the County Director of the University Extension Center in carrying out the responsibilities of the council. One responsibility is to advise and develop policies for the overall County Extension Program. It is also responsible for obtaining funds, providing physical facilities and advising on the content for the Extension program.

The local County Extension staff is directly responsible to the County Director, who devotes the majority of his time to the administration of the local program. The County Director is responsible to the District Director, who in turn is responsible to the Program and Administrative Management Leaders. The Program and the Administrative Management Leaders are responsible to the Dean of Extension. The District Home Economists and the Youth Specialists are in staff positions. The county staff divides its responsibilities on the basis of subject matter areas. In the county youth program there is some integration of certain projects and activities--all agents perform certain responsibilities in their implementation. However, the youth agents are primarily responsible for planning and carrying out the 4-H program.

The County University Extension Council has a 4-H committee called the 4-H Committee of the Extension Council. The members of this committee are selected from the Extension Council by the county staff and the president of the Extension Council. This committee plans for the long-range direction of the 4-H club program. In a sense it is the group that develops overall policy and direction for the local youth work.

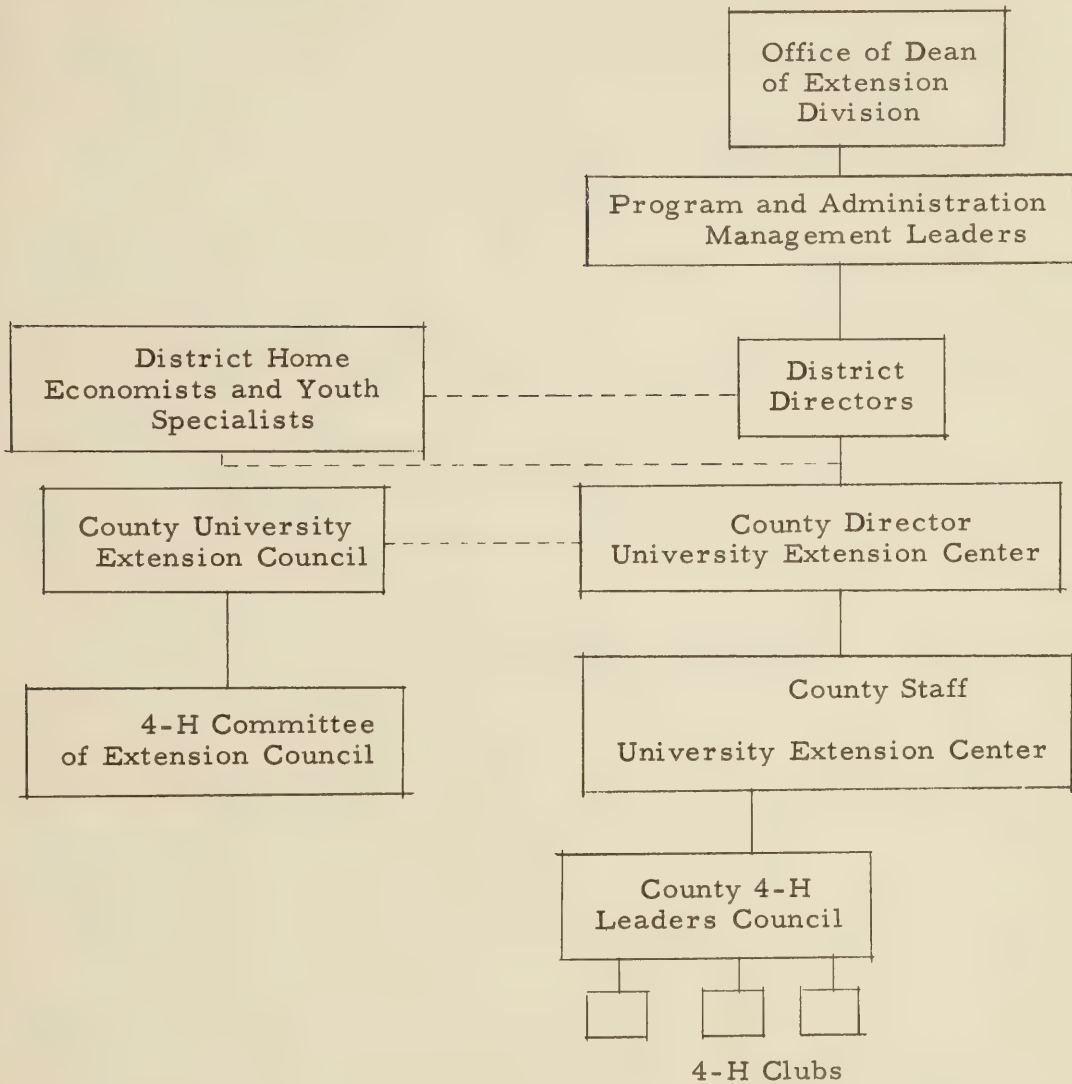
The county staff has a 4-H leaders' organization known as the County 4-H Leaders Council. This council is organized on a county wide basis, and all 4-H leaders can attend and participate in the meetings. However, when voting on procedural matters, voting delegates are counted on the basis of one per 15 members in 4-H Clubs. The major responsibility of this leaders' council is to advise the 4-H staff on procedural matters relating to the implementation of the 4-H program.

A piece of land in Jackson County was donated to the Extension Service several years ago with the understanding that a 4-H youth center with office facilities for the Extension staff would be built on the property. A Jackson County 4-H Foundation was developed to support this effort. The members of this foundation were in process of raising funds to build the necessary building and develop the site.

Scope and Nature of the Extension Program

During 1962 the county professional staff provided Extension education through 3,995 out-of-office visits, receiving 3,485 office calls, handling 17,716 telephone calls, preparing 1,494 news articles, 1,158 radio programs, 60 television programs, distributing 51,984 bulletins, preparing 123,422 copies of letters, holding 48 training meetings for adults with 1,814 attending and 11 youth

ORGANIZATIONAL CHART FOR
UNIVERSITY EXTENSION CENTER IN JACKSON COUNTY, MISSOURI



training meetings with 348 attending. The staff presented educational information at 655 other meetings with 40,388 youth attending. Local leaders held 4,153 educational meetings with 40,870 youth and adults attending.

In 1962 there were 298 different adult leaders assisting with the 4-H program. A total of 97 individuals served as community and assistant community leaders. Of this total, 38 were men and 59 were women. There were 301 project leaders, with 118 men and 183 women serving. Of the 1,483 members, 891 were living in the urbanized portion. According to the 1960 census there were approximately 100,962 youths ages 8-19 in the urban part of the county. Thus the program reached about 0.9 percent of the potential membership.

The 1,483 members were enrolled in 2,776 different projects during the 1962 4-H Club year. The projects taken were as follows:

<u>Projects</u>	<u>No. Members</u>
Auto care and safety.....	29
Beef	80
Clothing.....	636
Crafts.....	117
Crops.....	4
Dairy.....	23
Dairy Goat.....	21
Dog	21
Electricity.....	101
Entomology.....	12
Foods.....	545
Forestry.....	5
Home Grounds	62
Home Management.....	91
Horsemanship.....	136
Horticulture.....	91
Junior Leadership.....	107
Photography.....	48
Poultry.....	20
Rabbits	13
Ropework	17
Shop	34
Soil Fertility.....	2
Swine	46
Tractor Maintenance.....	21
Woodwork.....	235
Others.....	259
Total	2776

The 4-H enrollment by years in clubwork is shown in Table 19.

TABLE 19. DISTRIBUTION OF 4-H MEMBERSHIP BY YEARS IN CLUBWORK, JACKSON COUNTY, MISSOURI

Year	Number	Percent
1st	963	64
2nd	199	14
3rd	112	07
4th	72	05
5th	46	04
6th	90	06
Total	1,482	100

The 4-H membership in Jackson County in 1962 shows that 64 percent of the boys and girls were first year members. About 14 percent were second year members while approximately 22 percent had three or more years of 4-H membership.

Table 20 shows the distribution of the 1962 membership by age. About 62 percent were 12 years or under while 25 percent were 13-15 years of age. The 16-20 year grouping made up 13 percent of the members. In Jackson County members are enrolled at eight years of age.

TABLE 20. DISTRIBUTION OF 4-H MEMBERSHIP BY AGE, JACKSON COUNTY, MISSOURI

Age	Number	Percent
12 years and under	921	62
13-15 years	382	25
16-20 years	179	13
Total	1482	100

Recruitment and Recognition of Members

In the recruitment of members for 4-H club work emphasis has been given recently to Parent Committees. A typical procedure for recruiting members might be as follows: A youth agent would contact the principal of a school and request time to visit with a group of children. If the principal approves the request, this contact might be made in an assembly, in a specific class or in a after-school meeting with interested children. At this first contact the children would be told about the 4-H program and materials would be given them for their parents. The next step would be a meeting in the evening or after school hours to which the interested members and their parents would be invited. At this meeting a committee of parents (4-5 parents) would be formed to select leaders, contact potential members and perform other tasks in organizing the 4-H Club. While the 4-H Club is being organized, the Extension Agent would work very closely with this parent committee.

Other ways in which members become interested in 4-H are by: (1) contacts through mass media, (2) contacts through other members and leaders, and (3) through personal contact by the agents.

Several 4-H clubs have been established in the Federal Housing Units in Kansas City. The initial contact in these cases is generally through either the manager of the housing unit or the welfare worker in the unit. In many cases the manager or the social worker will assume the leadership responsibility for organizing the parent committee and assist in the selection of leaders and recruitment of members. In these situations the agent will meet with the parent committee and on the following day will meet with interested boys and girls. If the parent committee is successful in obtaining leaders and a sufficient number of members are interested, a club is organized. Actually, the social worker acts as a community or district leader in organizing 4-H clubs in the housing unit.

Some of the problems encountered in Jackson County in the recruitment of members are: (1) lack of parent interest, (2) means for reaching or contacting interested members, and (3) lack of interest by people in assuming leadership responsibilities.

In the recognition of 4-H members in Jackson County the usual county awards including ribbons, prizes and money are awarded for exhibiting projects and for various contests and events. Two college scholarships, camp trips, and paid trips to state club week at the University are also available to 4-H members. The outstanding 4-H boy or girl in Jackson County is also selected annually. (About 80 4-H members are taken to camp each year. They go to the State Park for their camping experience.)

The donors for the 4-H club program in Jackson County were Sears Foundation, Electric Cooperative, County Extension Council, County Junior-Senior 4-H Council and the Danforth Foundation of St. Louis.

Recruitment, Training and Recognition of Leaders

The community and project leaders are recruited primarily through the efforts of the "Parent Committee" approach. These committees are generally formed after the initial expression of interest in 4-H club work by boys and girls in a specific area. The Parent Committee locates and contacts parents or other individuals who might be interested in assuming some responsibilities as a 4-H Club leader. Also, other leaders are helpful in suggesting and locating other people to assume leadership roles in the 4-H program.

The leaders in Jackson County are supplied with a rather elaborate "Leaders' Handbook." Specific parts of this Handbook are generally discussed with new leaders at an annually new leaders' meeting. Project training is available for most of the leaders in the various projects. The major problem in leader training in this county is getting people to attend leader training meetings. One agent said, "People from the urban areas just don't like to attend meetings."

Leaders in Jackson County are given the usual completion pins and certificates at the fifth, tenth, fifteenth and twentieth year. Also, several special awards are given for outstanding performances. The leaders and members are recognized at a banquet once a year.

Nassau County, New York

Historical Development

In 1914 the Smith-Lever Act was passed, making federal funds available to states for extension services. A few months later the Nassau County Farm Bureau was organized. One of the six projects offered by the County Farm Bureau was called "Boys and Girls Club Work." The purpose was to promote greater interest and efficiency in farming, gardening and household tasks among boys and girls in cooperation with the schools.

The girls program was further developed in 1917 when the Home Bureau was organized. The Boys and Girls Club Work at that time was called "Junior Project Work." It was supervised by a committee made up of members of the Home and Farm Bureau executive committee and three school superintendents. In 1920 a full-time county leader for boys and girls club work was hired. High school boys and girls were granted an academic credit for their project work until 1930.

A 1926 law provided for the establishment of a Nassau County Junior Extension Board. It cooperated with the County Farm and Home Association, the County Board Vocational Education and Extension, the Extension Services of the State and the New York Department of Education. In 1930 the County Extension Board and the County Board of Vocational Education became two separate boards. In 1956 the Nassau County Extension Service was organized, separate from the Farm and Home Bureaus and the 4-H leaders became members of the Extension Association.

The Junior Projects' Committee of the Farm Bureau, organized in 1918, and the Nassau County Executive Committee, organized since that time have advised on the 4-H program. The 4-H Executive Committee audits the bills, approves expenditures, hears the reports of the agents, considers the work to be carried on, hires the necessary personnel, approves trips and makes recommendations for the program to be conducted in the county.

In 1921 the population of Nassau County was about 200,000 people with a large number of farmers. Today the population is over a million with very few farms.

Mrs. Flint, the present county 4-H Agent, joined the staff in 1923. She had a strong interest in camping, having had a background with Camp Fire Girls. She organized the first girls' 4-H camp in New York in 1924. She also organized one of the first leaders federations in the state in 1931, and one of the first 4-H councils in 1926. She introduced square and folk dancing in Nassau County as a family recreation project in 1937.

Another agent partially responsible for developing the 4-H program in Nassau County is George Burkhardt, who became a staff member in 1930. Seeing farms being converted into housing developments, he saw the need for a new type of 4-H project for boys--shop projects. He helped establish 4-H shops in several schools of the county.

The 4-H shop project has grown into a 4-H arts and crafts program in metal work and electricity, and a camp building program. A former industrial arts teacher has been hired as a staff member in extension to spearhead the 4-H phase of arts and crafts.

During World War II, Mr. Burkhardt promoted Victory Gardens in the New York Metropolitan area. He organized 4-H baseball and basketball teams before

the Little League movement began.

In an effort to efficiently cover the area, the staff divided the county into districts. One or more persons were responsible for the organizational work and the leader training in each district.

The 4-H Leaders Federation was set up in 1930. This organization coordinates efforts of leaders, gives the leaders a sense of fellowship, recognition for their services, and a broader interest in the county program. The Leaders Federation helps to develop all 4-H activities, choose the projects, provide teachers at the camp, set up achievement and demonstration days and dress revues.

Since 1924 camping has been an important part of the 4-H program. After operating several smaller camps, the 4-H organization now owns a large modern camp in Suffolk County, which consists of four units, each a camp in itself. In 1949 Nassau County purchased a large property in Suffolk County and leased it to the Nassau County Extension Service for a 4-H camp. In 1956 the county purchased a 200-acre farm just five miles east of the present camp. An agent and a caretaker work full-time on the camp grounds. In 1957 a year-around program was developed, and a total of 663 boys and 693 girls attended camp. Now attendance is over 2,000 per year.

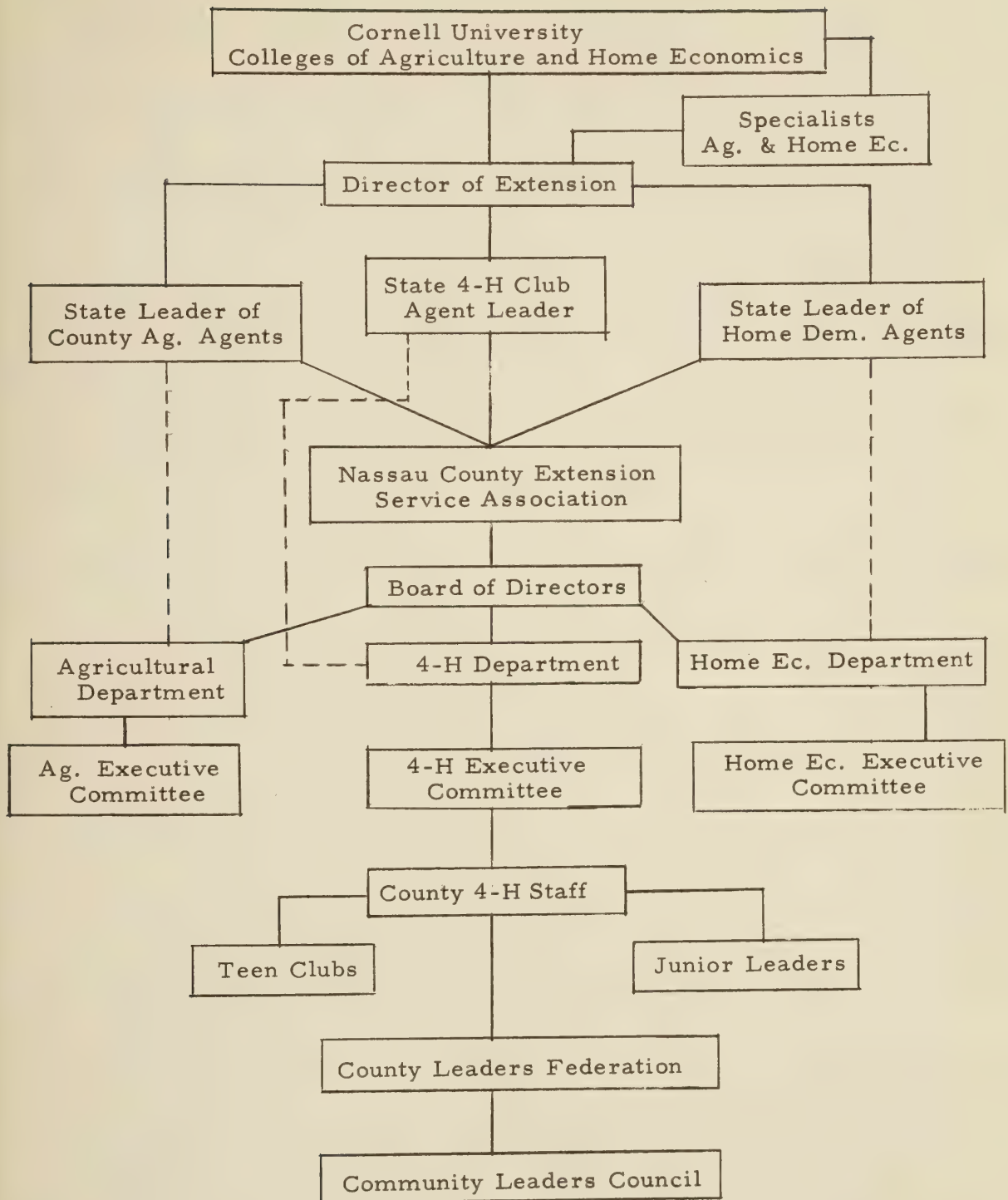
The development of this urban program was due to several factors-- the rapidly expanding urban population, the leadership and organizational skills and insights of local 4-H staff members, a county government willing to provide financial resources, and the interests of local leaders. The large financial support of county government has permitted great autonomy in hiring staff and conducting the 4-H program.

Formal Organization

The state headquarters of the 4-H organization is at Cornell University, Ithaca, New York. Directly responsible to the Director of Extension are three state leaders, a state leader of county agricultural agents, a state leader of home demonstration agents and a state 4-H club agent leader. The three programs, agriculture, home economics and 4-H, are administered separately within the counties but are all parts of one statewide extension service. A supervisor, who works out of the 4-H state office, assists with the 4-H program in Nassau County.

The overall organization at the county level is the County Extension Service Association. This organization includes all 4-H leaders and members who pay dues to the agriculture and home demonstration departments. The board of directors of this association has 24 members, which include executive committee members of the three departments (agriculture, home economics and 4-H) and three officers of the association. A central advisory committee, consisting of the chairmen of the executive committees of the three departments plus the three agents in charge of the three program phases, handles most of the routine business. Although there is no formal relationship between members of the 4-H Department and the other two departments, there is coordination in subject matter areas, such as clothing, entomology, lawn care and leader training. The major coordinated activity is in submitting one budget.

The major policy making group for 4-H is the 4-H executive committee, composed of seven elected members and a representative from the county board of supervisors. It meets monthly. The Nassau County Board of Supervisors appropriates funds for the extension service. The three departments are listed separately in the budget.



Formal Organization of Nassau County 4-H Department

Community leaders are organized into leaders councils throughout the county. The officers of these community councils constitute the county leaders federation. There are two junior leaders councils and two teenage clubs.

There are six Nassau County 4-H centers scattered throughout the area--one for administration, four for leader training and meetings, and one at the camp in Suffolk County. All centers except one have staff in residence.

Leader training centers are established at Valley Stream, Mineola and Plainview. The Mineola Center has a 4-H shop in the basement. The leaders obtained a room in the village hall in Bayville for leader training and 4-H meetings. Staffs meet once per month, and evidently have no major problems in being geographically separated.

There are 17 professional full-time staff members in 4-H--11 agents and six field assistants. There are also nine secretaries and one camp caretaker. Field assistants are hired locally, and do not have to be approved by the state office. Nor do they hold federal appointments.

4-H also has a part-time county leader staff of 12 people, six of whom are paid county leaders--two men trained as shop teachers and four extension trained women (organization, clothing, copper foil, and textile painting). Summer camp staff members are also paid and hired by camp agents. Recreation students from nearby colleges are paid to supervise boys' basketball games and to counsel at camp.

Six agents and six secretaries are in the agricultural department. The home demonstration department has five agents, four secretaries and one kitchen helper.

The county government provides about 95 percent of the funds required to operate the Nassau County Extension Service. In 1962 the county board appropriated \$244,000 for 4-H out of a total budget of \$257,000. Only about \$5,000 came from state and federal funds. 4-H kept a separate account for camp since the camp budget was around \$170,000 annually. County government has increased its appropriations considerably in the past 10 years. In 1957 the county appropriated \$158,000 to 4-H.

The agricultural department received a county appropriation of \$103,000 in 1962, and the home demonstration department got \$79,000. As was true for 4-H, very few state and federal funds were provided for these latter two departments.

The 4-H staff specialized on an area basis and within each area on a subject matter basis. Recently the program in 4-H has been divided so that the boys clubs and girls clubs are separate. This division was reported as giving added incentive to leaders and agents and more prestige to boys clubs. The younger members, up to the age of 12, are taught by local leaders. Those members 12 and over are generally taught by extension staff members.

The 4-H program has had little success in reaching the Negroes of the county. A few clubs do have Negro members. Neither has the 4-H program penetrated the very high income communities in the county.

Recruiting is done primarily through the schools. Information about 4-H is distributed to boys and girls in the third to sixth grades. They are told that a staff member from the 4-H office will meet with them after school, approximately a week after they first receive the letter. They are urged to bring their parents along to this meeting, but few attend. The brochure lists the projects, and the youths are asked to indicate their interests. Students turn in the tear-out sheets, and the staff attempts to organize a group usually on a neighborhood basis. Organization is tried not only by neighborhood areas but also on an age basis.

The staff has found that the youth are interested but it is difficult to get parents to be leaders. A few parents attend the organization meetings, but personal followup visits by staff members are often necessary to persuade parents to assume leadership responsibilities. Initiative for organizing new

clubs generally rests with the staff rather than with local leaders.

At an organizational meeting the members are divided into boys and girls. A club must have five members. Many of the teenage members in this county are lone members; they work with the agent on projects throughout the year. However, all junior leaders do work with clubs.

The staff is quite concerned with the image of 4-H as being a rural program. Even though 4-H leaders have been working in the area for a long time, the staff still encounters the notion that 4-H is a farm program that is not intended for urban young people.

There are three membership divisions: Clover Buds, who are 7, 8 or 9; elementary age, which is 10 to 13, and the 4-H Teens who are 14 to 17.

The county 4-H agents seldom visit the Clover Bud program for young children. Instead, they spend most of their time visiting the teen clubs. Clover Bud groups are small neighborhood groups with 6 to 8 members meeting in homes once a week, sponsored by a county committee of the Leaders Federation.

The staff of this county feels that agents must be quite aggressive and good organizers. At the time of the study, an opening existed for a man with the following characteristics: "a good organizer, salesman of 4-H, and trained in industrial arts to work with boys in woodworking, arts, crafts and electricity."

The administrative office was organized in an efficient manner. Secretaries seemed quite competent. Symbols of agriculture were almost nonexistent in this office since the staff felt a need to present an urban 4-H image.

4-H Program

The 4-H club staff has attempted to adapt to the urban situation. It serves all youth who are interested. The major objective is total development of urban boys and girls into wholesome citizens. The traditional 4-H philosophy is continued, namely, that boys and girls learn by doing, voluntary club work is carried out by voluntary leaders, and the 4-H project is an effective method of learning. The literature describes the program as one designed to meet the needs of urban boys and girls. The program emphasizes homemaking and community service. It offers opportunities to increase skills and knowledge in homemaking, horticulture, mechanics, electricity, crafts and leadership.

The objectives emphasized in 1962 were: 1) to increase understanding of the Nassau urban 4-H program and the value to young people, 2) to investigate ways of promoting and establishing a stronger urban 4-H boys club program, better 4-H leadership recruitment methods, and better school and community relations.

Any boy or girl between eight and 19 years of age may enroll in one or more 4-H projects. Age is figured as of October 1 of the project year. A member must work on a project. Membership cards and pins are given to each club member. Most clubs meet in small groups of five to 10 in a home.

In 1962 there was an enrollment of 3,813 members in 4-H club work. This included 2,954 girls and 859 boys. Hence, about 22.5 percent were boys. There were also 13,246 members in the bicycle project, including 6,206 girls and 7,040 boys.

According to the 1960 census there were 294,651 youths ages 7-17 in Nassau County. In 1962 the 4-H program was reaching about 1.3 percent of the potential.

Sixty percent of the members were eight, nine or 10 years of age in 1962. Hence, the majority of members are in the Clover Buds. About 16 percent were over 12 years of age. Boy and girl members did not differ in age distribution (Table 21).

TABLE 21. 4-H CLUB MEMBERS BY AGE, 1962, NASSAU COUNTY, N. Y.

No. of years	Girls %	Boys %	Total %
8	22	19	21
9	21	20	20
10	20	16	19
11	15	16	15
12	9	10	10
13	5	9	6
14	3	6	4
15	3	2	3
16 or more	3	2	3
Total	101	100	101
Number	2,954	859	3,813

Slightly over half of the members were first year members. Boys and girls differed in that 71 percent of the boys and 49 percent of the girls were first year members. Only 14 percent were members more than three years (Table 22). The average length of membership for the boys was 1.6 years and for the girls slightly over 2 years.

These boys and girls were organized into 378 girls clubs and 91 boys clubs. Except for older members, the program is divided into a boys' program and a girls' program. Although there were 4-H members in 42 communities, about half of the enrollment was in six communities.

TABLE 22. 4-H CLUB MEMBERS BY YEARS IN CLUB WORK, 1962, NASSAU COUNTY, NEW YORK

No. of years	Girls		Boys		Total	
	No.	Percent	No.	Percent	No.	Percent
1	1457	49	609	71	2066	54
2	704	24	119	14	823	22
3	358	12	50	6	408	11
4	214	7	33	4	247	6
5	106	4	28	3	134	4
6 or more	115	4	20	2	135	4
Total	2954	100	859	100	3813	101

The most popular projects, other than bicycle care and safety, were clothing, foods and nutrition, home improvement, indoor gardening, wood-working, arts and crafts, and folk and square dancing (see Table 23).

4-H clubs enter into community activities, historical celebrations, decoration day parades and welfare work. Mechanics are emphasized along with woodworking, metal, plastics, leather, ceramics and other crafts for younger boys. Athletic programs featuring inter-club basketball have been a part of the program for boys at camp. Young boys are especially attracted into the arts and crafts program.

Camping is an important part of the program in the county. Over 2,000 members participated in camping during the summer and on weekends throughout the year. Projects are completed while at camp.

TABLE 23. NUMBER OF MEMBERS BY PROJECT, NASSAU COUNTY, N. Y.

Project	Number	Percent
Bicycle care and safety	13,246	52
Clothing	2,846	11
Foods and nutrition	2,174	8
Indoor gardening, horticulture	1,433	6
Home improvement	2,004	8
Home management	386	2
Arts and crafts	1,161	5
Citizenship	107	0*
Child care and story telling	87	0*
First aid	39	0*
Folk and square dancing	793	3
Junior leadership	86	0*
News writing	81	0*
Entomology	82	0*
4-H handyman	436	2
Electrical	249	1
Outdoor cooking	273	1
Nature study	82	0*
Fire prevention	18	0*
Total	25,583	101
*Less than 0.5 percent		

Athletic programs featuring inter-club basketball have been encouraged as a part of the winter club program for boys on weekends and at camp.

Junior leadership projects have been emphasized for high school boys and girls; camp counselorship positions have been offered to as many as possible. Community dress making classes are offered older girls in the spring and summer at the leader training centers. Projects are taught at camp so high school students can complete the projects during the summer vacation.

More men leaders were needed for the boys 12 years and older in electricity, auto safety, motors, wood working, recreation, arts and crafts. About 50 percent of the first year leaders drop out each year (Table 24).

TABLE 24. LENGTH OF SERVICE OF 4-H LEADERS, NASSAU COUNTY, N. Y.

Years	Number	Percent
1	450	58
2	141	18
3	71	9
4	45	6
5	19	2
6 or more	45	6
Total	771	99

There were 771 leaders in 4-H club work--628 leaders assisted with girls' clubs and 143 with boys' clubs. Only 29 leaders were men. Mothers usually serve as leaders for the 8 to 10 year old boys. There are three types of leaders: main leaders, assistant leaders and junior leaders. Assisting with the bicycle project were 740 teacher leaders and 480 adult supervisors.

Of the 628 leaders with girls' clubs, slightly over half had one year of experience or less. Of the 143 leaders assisting with boys' club work, 103 have had one year or less experience. The average tenure for boys' club leaders was reported as 2.1 years, and 1.9 years for the girls' clubs.

The Bicycle Project

Since a large share of the total membership in the county enrolled in the bicycle project, a detailed description of this project follows:

In the bicycle project, boys and girls learn traffic laws, safety practices and bicycle riding skills. It is set up as a three-year program, repeating each year the same mental and mechanical examinations. Safety councils are encouraged to organize the program. If there is no organized safety council, the 4-H agent helps organize a local sponsoring committee with representatives from school administration, police, service clubs, P. T. A. and firemen. This committee is expected to conduct the program.

As a school program, bicycling is usually taught in the 4th, 5th and 6th grades. The program includes (1) teaching the conditions of the bicycle, (2) teaching traffic laws and safety practices, (3) written examinations on traffic laws and safety practices, and (4) performance tests. Local people score the cyclists on their skills. The classroom teacher keeps a record of scores made on the performance tests. Teaching materials are supplied by the extension service. A school assembly program is encouraged at which 4-H certificates are awarded by the 4-H agent. When a member has completed all 3 phases of the program, he is eligible to receive a 4-H certificate of achievement. All children receive a decal for their bikes which indicates successful completion of the mechanical skill tests. The project lasts from 1 week to 2 months or more, but usually is a very short term project.

One staff member is assigned to take charge of the bicycle program in the county. There are about 13,000 members enrolled in the project. These figures were arrived at by telephone calls and correspondence with individuals in the schools in charge of the bicycle project, usually the principal. This school person is designated a leader.

About 400 leaders are involved in the project, including teachers, parents, civic people, club men and policemen. Most leaders participate in the mechanical skill performance tests. Out of the 20,000 bicycle project members in the state of New York, approximately 13,000 are in Nassau County. About 8 or 9 years ago the enrollment was only 1,000 and the extension agents did all the mechanical testing themselves. Today local leaders have assumed the responsibility of giving the tests. Hence, the project is conducted quite routinely with a person in the school simply contacting the extension staff member for information and materials.

The office maintains no records of individuals who participate in the bicycle project--only a record of the number of youths who participate in a particular school. Teachers often give instructions as part of the safety or health courses in the curriculum. The state office provides the materials for the bicycle projects.

The Rotary Club provides extra awards to the ones who score high in mechanical skill and mental tests. Local leaders get mostly involved generally on Saturday mornings when the bicycle examinations are held.

At one school the project was carried in spring by the sixth grade and in the fall by the fourth grade. Some youths were reported to have four or five bicycles. One principal justified having the project in the school on the basis that the kids had to ride bicycles to school, therefore, their health should be protected. The agent in charge of the projects said that about forty schools had bicycle programs.

Various means are used to gain school acceptance, but the principal is the "gatekeeper." All principals in the county, of course, are not interested in the program. Many of them don't think it should be a part of the school's responsibility. It is a constant challenge for the 4-H agent to convince principals that the bicycle project should be a part of their curriculum.

The 13,000 bicycle project members are carried as 4-H members by the state and federal office. However, there is considerable discussion whether these members are really club members, because this is the only activity in which they participate, and they only participate for a short length of time. The extension staff assumes responsibility for organization, leader training and materials. According to the staff, the bicycle project serves as an educational service to the youth of the county just as the agricultural department offers assistance to a home owner on problems of lawn care.

Agricultural and Home Economics Program

The agricultural department maintains a membership which totalled 2,883 in 1963. Each member pays \$3 a year, and is on the mailing list to receive the monthly agricultural newsletter.

This department offers a rather extensive automatic telephone message service, giving information on lawns, shrubs and gardens. Its program is aimed at the home owner primarily, and emphasis is placed on use of mass media. The Agricultural department does considerable work with garden supply dealers. Agents justify their program by citing the value of lawns, shrubs and gardens in the county.

The home demonstration department has about 4,000 members who pay dues of \$1 annually. Most of these members are in 45 organized groups, each of which include about 45 members.

Kalamazoo County, Michigan

Historical Development

In 1956 the 4-H Foundation of Michigan supported an experiment in urban 4-H work by providing the salaries for four urban agents to be employed in four cities of Michigan. One of these cities was Kalamazoo. This movement was sparked by a lawyer in Detroit, who was interested in low income boys having a chance to get fresh air in the country.

At that time, an "urban" 4-H agent was hired in Kalamazoo. Later the word "urban" was dropped from his title. There was concern that the title of "urban agent" tended to separate the urban program from the rural. The staff, moreover, strongly desired not to have two programs in the same county.

In another city, the urban program was never initiated because of conflict with another Foundation program for youth. In the city of Detroit, the urban agent position recently has been transferred to that of a marketing position.

In 1956, in Kalamazoo county, there were only about 1,100 members in 30 different clubs compared with over 1,900 members in 1962. The number of 4-H leaders increased to about 600 from 280 in 1957. The increase in membership has been almost entirely in the urban and rural non-farm areas, with the biggest increase appearing in the urban category. The number of girls has almost doubled in the past six years, but the number of boys has remained fairly constant.

The staff used several methods to publicize 4-H in the urban area. It was concluded that mass media, special educational displays and 4-H club leaders were relatively ineffective in promoting urban work. The countywide spring show to which elementary school classes are invited was judged to be the most effective technique in stimulating interest in 4-H. This method has been used for several years, and is still being used.

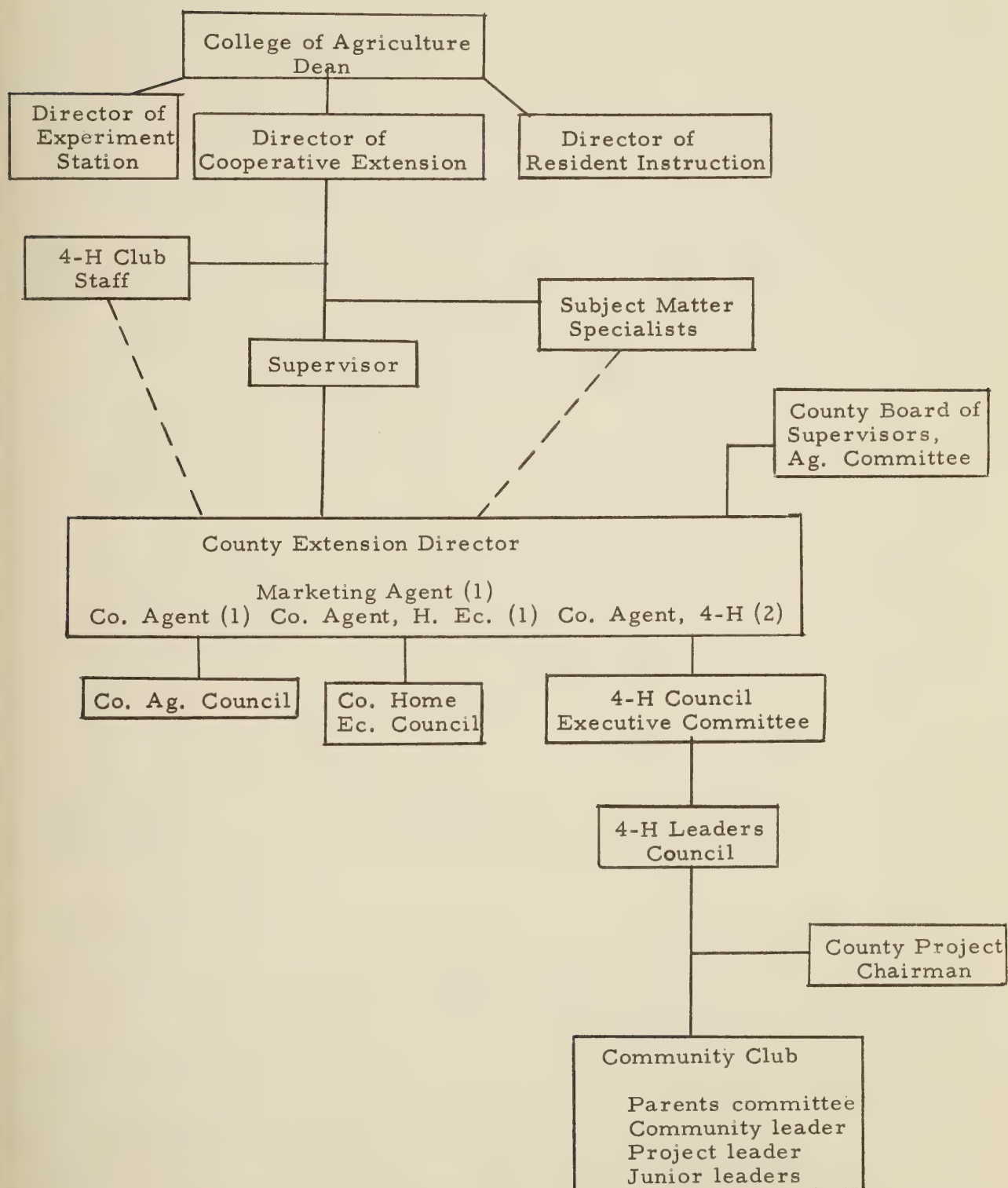
The urban 4-H agent position was originally financed by the Michigan 4-H Foundation, but recently the county and state have assumed responsibility for financing this position. The methods and techniques originally used to develop an urban program in this city have changed very little since their inception.

Formal Organization for 4-H

The director of extension at Michigan State University is the administrator of the Cooperative Extension Service in Michigan. The supervisor of the county is in charge of all three program phases: agriculture, home economics and youth. He works out of the East Lansing state office. The specialists and the 4-H club staff have no line authority over the county staff but serve in a staff position (see Extension Organization Chart).

At the county level, the County Extension Director is in charge of the office. At the present time, this office consists of the County Extension Director, who

EXTENSION ORGANIZATION CHART, KALAMAZOO COUNTY



also has subject matter competence in the agricultural phase of the program; another county agricultural agent; one home economics; one marketing agent; and two 4-H agents. All agents are called County Extension Agents.

In general, the 4-H agents plan and conduct their program separate from those of home economics and agriculture, but all staff are involved in certain phases of the program, e. g. leader training. Likewise, the 4-H agents might assist agricultural agents or the home economics agents at certain times. However, primary responsibility for developing and carrying out the 4-H program rests with the 4-H agents with the county Extension Director acting as advisor and coordinator.

The county agricultural agents work primarily with the county agricultural council in planning and carrying out their program. Likewise, the home economists work with the county home economics council.

The major organization assisting the 4-H program at the local level is the 4-H Leaders Council. The purpose of this council is to cooperate with the agents in planning and carrying out the 4-H program, to provide opportunity for 4-H leaders' training, and to hold, manage and otherwise act as custodian of the properties of the Kalamazoo County 4-H Leaders Council.

This council helps to plan, conduct and finance these major 4-H events: Share the Fun talent program, the junior leader recognition banquet, the 4-H spring show, the holiday hop, the family fun night, the county fair, harvest festival, and the fall achievement show. It selects the 4-H people from the county to receive outstanding awards. In addition, it gives assistance in organizing new clubs.

The council is made up of members selected in the following way: Each club selects one delegate and one alternate to the council. A delegate is elected also by the Kalamazoo Council 4-H Junior Leaders Club. The adult advisor of this Junior Leaders Club is also a delegate to the council. There are about 45 members in this council which meets monthly.

The four officers of this council, together with the district council representative and immediate past president, constitute the executive committee. The council is set up as a corporation. It operates primarily through a series of committees: namely, finance, public relations, awards, program and project, recreation, fair and achievement, nominating and constitution, and the 4-H bus. There is about \$12,000 in the treasury; the council recently purchased a \$7,000 bus which is used to transport members and leaders within as well as outside the state.

All members are organized into community clubs. No one joins 4-H alone, but all members are required to join a community club. The 4-H community leader is the key person in the community or neighborhood in which the 4-H Club is located. The duties and responsibilities of this leader may be assumed by one person or by two or three adults working together.

The responsibilities of the community leader include holding a monthly club meeting, working with the officers of the club, working with the junior leaders, recruiting project leaders and getting parent cooperation, checking on enrollment records and projects, seeing that the community club is represented at the county leaders council, working with project leaders, and being the general contact person between the extension agents and the community. The monthly meetings of the community clubs are usually held in the evening in a local school.

Within each community club there might be several project leaders. These people work with a group of members, usually not more than 10, to each of them a specific project. They are also expected to attend the community meetings from time to time, but usually their work involves meeting with the members in homes. Meetings are held at the discretion of the project leader. It is suggested that they hold a minimum of eight meetings of one and a half hours each.

In order to receive credit for a project, the member must exhibit the project at the spring show for winter projects or the county fair for summer projects. Project leaders are expected to assist the member in their groups in making entries and placing their project on exhibit. To receive credit for project completion, 4-H members must also fill out and turn in a report for each project. The project leader advises the member in making this report. The project leader along with the community leader also grade the project reports at the end of the project season. The project leaders are also encouraged to visit with the members' parents early in the project season to discuss the project requirements and materials needed.

The county project chairman assists with projects throughout the county. He gives advice, suggestions and support to the leader training programs. Some of the major training events are the spring and fall leader training meetings, meetings to give training on a particular project and officers training meeting.

There are 34 projects which have county project chairmen. A few of the chairmen have responsibilities for more than one project. Twelve of these projects are handled by men, the others by women. These county project chairmen are expected to give the community club project leaders considerable help and training. Five county chairmen of these projects--bird study, gun safety, handicraft, IFYE, outdoor meals and rabbits have a Kalamazoo street address. The handicraft project has sub-projects in woodworking, leather craft, ceramics and other crafts.

A parent's committee assists the community leader in organizing clubs and in recruiting members and leaders.

Financing of the county extension program is divided approximately this way: 34 percent from federal funds, 33 percent from state funds and 32 percent from county government. The county recently contributed \$4,500 toward the 4-H agent position, which had been financed by the Foundation.

4-H Program

The 4-H objective stated in the plan of work is to have members learn new skills and gain knowledge, to mature intellectually, socially, emotionally and physically; in turn, these members are expected to provide service and leadership to their community.

There are 35 community clubs scattered over the county. Of these, 14 are in the urbanized area; 12 of these 14 clubs are in the fringe areas of the city. The total 4-H membership in the county was 1,928 as of December 1, 1962. Out of this total, 676 were in the clubs in the urbanized area; 1,173 were 12 years of age or under with 488 being 10 or under; nine percent of the members were 16 or over (Table 25).

According to the 1960 Census, there were 20,124 youth ages 10-19 in the Kalamazoo urbanized area. Hence, in 1962 the 4-H program was reaching about 3.4 percent of the potential members.

TABLE 25. 4-H CLUB MEMBERS BY AGE, 1962, KALAMAZOO COUNTY

Age	Number	Percent
10 years and under	488	25
11 years	390	20
12 years	295	15
13 years	256	13
14 years	189	10
15 years	133	7
16 and over	177	9
Total	1928	99

Of the total members in the county, 23 percent were from farms, 55 percent from rural non-farm areas and 22 percent from the urban areas. Of the total membership, about 42 percent were first year members and 20 percent second year members (Table 26).

TABLE 26. 4-H CLUB MEMBERS BY YEARS IN CLUBWORK, KALAMAZOO COUNTY, 1962

No. of years	Number	Percent
1st year	818	42
2nd year	390	20
3rd year	276	14
4th year	191	10
5th year	114	6
6th year and over	142	7
Total	1931	99

The core projects of the 4-H program in the urban area were clothing and knitting, foods and nutrition, engineering, junior leadership, photography, crafts and small animals. The total enrollment in projects was 3,763 with 1,570 or about 42 percent being clothing and foods.

Of the 1,931 members, 1,164 - or 60 percent - were girls.

The following are the projects in the county with the number of members enrolled in each type of project:

Agronomy	75	Money Management	17
Horticulture, (including fruits, nuts, flowers, in- door landscaping, vegetable gardens.)	333	Clothing	654
Entomology	53	Knitting	201
Conservation	428	Foods and Nutrition	641
appreciation and wildlife		Freezing	45
Poultry	5	Canning	29
Dairy	47	Home Improvement	24
Beef	51	Family Life	25
Swine	21	Education and Childcare	
Other Livestock	169	Personal De-	66
(primarily horses, rabbits and dog care)		velopment	
Engineering	419	Safety	34
(with 212 being in woodworking and 133 in electric)		Leather Craft	204
		Other Crafts	70
		Photography	109
		Other kinds of recreation	43
		Total	3763
		Junior Leader Projects	196

Organizing Clubs

New clubs are organized by beginning in the school. The school staff is asked to distribute a leaflet describing 4-H. If there is enough interest, an evening meeting is arranged to which each prospective member is asked to bring a parent. A leader from a nearby community assists at this meeting. The agent explains what 4-H is and attempts to form a parent committee. The parent committee is expected to assume responsibility for various leadership tasks. If the agent is unsuccessful in forming a parent committee, the attempt to organize terminates. Usually agents are able to recruit leadership to start a club. The problem is recruiting additional leaders and providing continuity. Agents seem to have little time available for organizing clubs.

Recruitment is stressed at the March spring show by encouraging schools to send 3rd, 4th and 5th grades to the show. Attendance runs around 10,000 per year. Twice during the year major publicity about 4-H is stressed in the newspapers.

There is a real problem in recruiting loyal, dedicated leaders. The staff experienced no difficulty in recruiting members, but the limiting factor was local leadership; especially crucial was lack of male leaders. There has been some thought given to having a civic club sponsor a 4-H club, but no attempt has been made to implement this idea.

Leader Training and Recognition

County-wide leader institutes are held for all leaders. There are also county-wide leader training sessions for community leaders. The county project chairmen are trained in small groups. Each fall an orientation program is conducted for new leaders. In addition, staff members meet and consult with leaders of a specific club. Attendance of leaders at training meetings generally has been discouraging.

A leader recognition banquet is held each year; selected leaders are sent to Chicago at the time of the National Club Congress. Leaders are given first year certificates and pins and each five years after. No local leaders are paid.

For recognizing members, pins and certificates are given in addition to state and national awards. There are about 150 county sponsored awards presented at the fall achievement program. A junior leaders' recognition banquet is sponsored by the leaders council.

Facilities

4-H has access to the County Center Building at Recreation Park. It has excellent meeting rooms; the auditorium will seat 1,200 people. The county leases a 4-H camp in Barry County.

The office has a wide and adequate variety of equipment and teaching aids, such as flanelgraph, addressograph, thermofax, two county-owned automobiles, two slide projectors, a movie projector, five cameras and two record player-public address combinations.

The Agricultural and Home Economics Program

In agriculture, the program puts considerable emphasis on traditional agricultural projects. Mass media are used extensively in teaching horticulture and providing consumer information. The program areas are crop production and soil management, livestock production, management of the farm unit, marketing and utilization of agricultural and forest products, marketing work with consumers, family home living, home living economics, 4-H and other extension youth programs, community resource development, and public affairs.

In the adult agricultural program in 1962, agents had 12,000 telephone calls, distributed 127,000 publications and held 407 meetings for adults with 35,000 in attendance. The agricultural agents reported 2,341 personal visits. They also logged 102 radio broadcasts and 56 TV programs.

The home economics agent had 66 organized clubs with 958 members. In 1962, local leaders held 400 meetings with 4,500 in attendance. The agent personally presented information at 68 meetings for about 6,500 adults. The home agent also distributed about 10,000 publications to the public, received about 3,000 telephone calls and 1,000 office calls. She made 115 home visits and held 17 training meetings for adult leaders. The home agent prepared and released 13 newspaper articles, but did not use radio or TV.

The consumer education agent in the Kalamazoo office works in several counties and used primarily mass media.

The extension staff works with the county planning commission, to a certain

extent, but not with the city planning commission.

The agricultural orientation of the extension program is extended to the groups and individuals with whom the staff is acquainted and interacts. Most of these contacts, especially for the agricultural agents, are with agriculturally oriented organizations, businesses and individuals. In fact, the sign outside the extension office reads "Agriculture."

Multnomah County and City of Portland, Oregon

Historical Development

In the City of Portland, 4-H Club work evolved from the Victory Gardens program during World War I. The city school system assigned a teacher to work with all the city schools on Victory Gardens during the war. As a result, many garden clubs were formed through the schools and the children used play grounds, the backyards of their homes and any other available space to grow vegetables and flowers. Many of the children in the city became extremely interested in these garden clubs as an extra-curricular activity and were intrigued with the opportunity to grow and study vegetables and flowers.

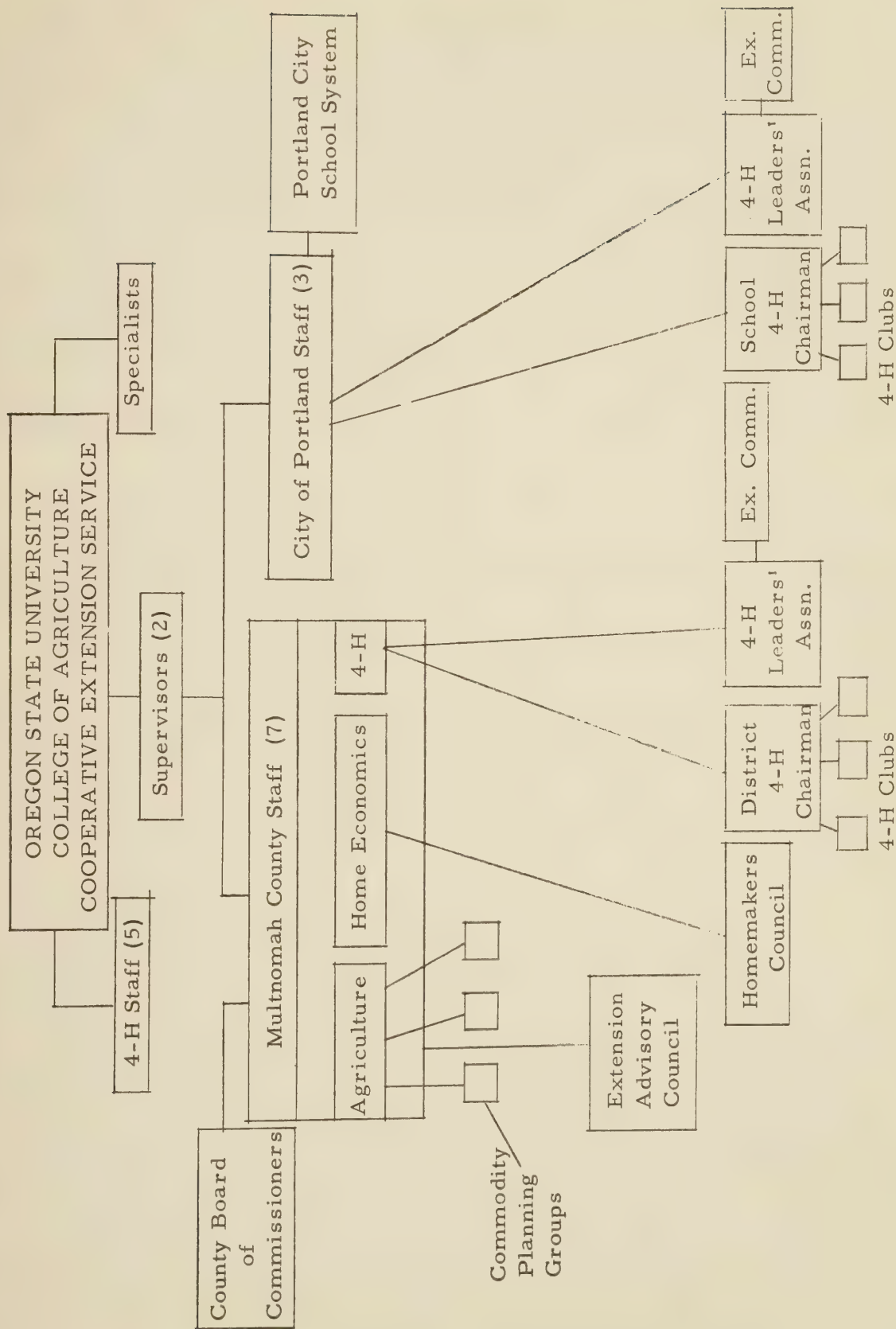
At the end of World War I, the state 4-H Club Leader in Oregon was Harry C. Seymour. He urged the incorporation of the school garden clubs into the organization structure of the local 4-H program so as to receive the services of the professional Extension personnel. This idea was supported by the administration of the public school system in Portland, the parent teachers association and many other local individuals. As a result, these local garden clubs became 4-H Clubs in Portland.

The staff position in the public school system, which included the responsibility for working with the garden clubs, eventually became that of an urban 4-H Club Agent. The city school system in Portland continues to provide the financial resources for this position, which is listed in the school budget as a supervisor of 4-H Club Work.

In Multnomah County outside the City of Portland, 4-H club work was also started as Victory Garden Clubs in World War I. Much of the present 4-H program in the urbanized areas of the county can be traced back to Victory Garden Clubs that were organized and carried on by the schools during World War I. Eventually, many of these garden clubs became 4-H clubs and have continued through the years.

Organization for 4-H

The Oregon Cooperative Extension Service has two separate local units serving the people of Multnomah County, as is shown in the Organizational Chart. The Multnomah County Extension staff consists of 7 agents. Two of the agents a man and a woman, devote full time to the 4-H Club program. Two of the agricultural agents have major responsibilities in the areas of landscaping, lawns, shrubbery, vegetables, fruits and horticultural crops. The other agricultural agent is chairman of the county office and also works with the livestock and field crops programs in the county. The two home economics agents work with the organized homemaker groups and special interest groups on problems relating to the field of home economics. Staff members in the county who are not designated as 4-H Club agents assist in specific 4-H activities and events, however in terms of their total professional time, they



devote a very small proportion of it to 4-H.

In the City of Portland there is also an Extension staff of three 4-H Club agents, with the male agent also serving as chairman of the staff. This staff is responsible for 4-H Club work in Portland while the 4-H Club agents on the Multnomah County staff are responsible for 4-H Club work in the county outside the city. The members of the 4-H staff in Portland and in Multnomah County divide their responsibilities on the basis of: (1) specific program activities and events; (2) subject matter project areas, and (3) geographical areas for organizing and servicing 4-H Clubs.

The state 4-H Club staff consists of 5 persons. They divide their responsibilities on the basis of subject matter project areas, events and activities, and geographical areas in the state. The staff members in the county and in the city are responsible to a district supervisory team consisting of an agricultural supervisor and a home economics supervisor. Representatives from the state 4-H staff are counseled with and assist the supervisory team in hiring personnel, agent training and evaluation of the program.

Advisory Groups

The county staff in Multnomah County is advised by the County Extension Advisory Council. This group has served as the overall county planning council for Extension work for a number of years. Recently it has been reorganized into what is called a Multnomah County Extension Study Council. Additional committee members have been selected because of their abilities and interest in county problems. They represent various professions and not all of the members are well acquainted with Extension activities. This advisory study group will make recommendations for Extension's role in the metropolitan community. The recommendations of this advisory study council will be reviewed with the various commodity advisory committees, the homemakers' council and the 4-H leaders' association to solicit their reactions and initiate action programs on the basis of their recommendations.

In Multnomah County the 4-H staff has two separate units organized to advise on the 4-H Club program. The 4-H leaders' association consists of all of the 4-H leaders in the county. The major responsibilities of this association are to advise on policy and procedures relating to all aspects of the 4-H Club program. It has a 9-member executive committee that works directly with the agents in the conduct of the many activities relating to the 4-H Club program. The executive committee also performs an important role in acquainting the people with 4-H and in the promotion of it in the county. The association meets monthly and the executive committee meets at least monthly.

In Multnomah County the district community leaders form an advisory group. The geographical areas of the county are divided on a school district basis and one leader serves as district leader chairman for each school district. Each district leader chairman is responsible for the organization and promotion of 4-H Club work within his geographic area. As a group, the district leaders advise on matters relating to the specific projects and activities which make up the 4-H Club program. The district leaders are selected by the Extension agents and provide the channel through which the agents communicate with the 4-H Club leaders in their school district area.

In the City of Portland the 4-H staff has two separate advisory groups. Every 4-H leader in the city is a member of the leaders' association. The association meets monthly and elects annually an executive council consisting of 7 members. This council meets once or twice a month and plans the program and activities of the leaders' association. The responsibility of the leaders' association is to advise the 4-H Club staff on policy and procedures relating to the 4-H program. Also, the staff in the City of Portland receives guidance from the group known as the 4-H School Chairman. One or more school chairman is selected in each school district. This group works directly with the agents and assists in specific activities relating to the 4-H Club program. Members of the group serve as the liaison between the agents and the 4-H Club leaders in each school district. They provide assistance in organizing clubs, selecting leaders, recruiting members and in the orientation and training of leaders and members.

Financing the 4-H Club Program

The county funds budgeted for the Cooperative Extension Service in Multnomah County for 1962-63 were \$31,759. This county appropriation is used for renting the local office, salaries of the secretaries, and other costs of operating the local county Extension office. The salaries of the 7 agents and their transportation expenses are paid by Oregon State University from state and federal funds.

In 1962 the 4-H Club program in the City of Portland operated on a budget of \$33,000. About 50 percent of this total is appropriated by the school board and is a part of the budget of the Portland City School system. One of the 4-H Club agents is listed as a supervisor in the city school system and is paid directly by the school board. The other 50 percent of the total budget in the City of Portland is provided from federal and state funds through the Cooperative Extension Service of the Oregon State University. Transportation expenses are also provided by the State University. The local office is in one of the elementary schools in the city, and is provided by the school board.

The Extension Program in Multnomah County

The Cooperative Extension Service continues to serve the farmers in Multnomah County with programs designed to improve their efficiency in the production and management of livestock and field crops. Also, considerable emphasis is given to work with nurseries and green houses. Considerable educational efforts are also devoted to tree fruits, potatoes, nuts, forestry and vegetables. A great deal of time and effort was also devoted to home gardens, shrubbery, landscaping and lawn problems. Efforts have been made to work with a number of associations, such as the American Nurserymen and the Association of Landscape Architects on these kinds of problems.

The agricultural agents in 1962 received or made 24,307 telephone calls, held 217 meetings and participated in 163 radio and 78 television programs.

There were 41 homemaker groups with 1,200 members in the home economics program in 1962 in Multnomah County. In addition, the home economists worked with three other groups and had 470 participating in these groups.

The Extension home economics program made extensive use of mass media including radio, television and newspapers in an attempt to reach large numbers of homemakers with the home economics educational program.

The 4-H Club Program in Multnomah County

In 1962 there were 1,791 boys and girls enrolled in 4-H Club work in Multnomah County. Table 27 shows that of this total 527 were boys and 1,264 were girls. Approximately 83 percent of the total enrollment completed their projects and achieved in 4-H Club work.

TABLE 27. MEMBERSHIP AND COMPLETION IN 4-H

	Enrolled	Completed	Percent
Boys	527	436	82.1
Girls	<u>1264</u>	<u>1059</u>	<u>83.8</u>
Total	1791	1500	83.2

The 4-H Club enrollment by age of members is shown in Table 28. A large proportion of the members are in the younger age groups, with 871 of the 1,791 members in the 4th, 5th or 6th grade. Also, in 1962 the program reached 8.3 percent of the youths in grades 4-12. The highest percent of the potential was being reached in the 6th grade. The next was in the 7th grade, followed by the 5th.

TABLE 28. MEMBERSHIP BY GRADE IN SCHOOL IN 4-H

Grade	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
School Census	2701	2523	2430	2350	2580	1983	1603	1595	1619	21,530
Boys in 4-H	65	67	78	84	76	72	29	15	27	527
Girls in 4-H	<u>170</u>	<u>231</u>	<u>260</u>	<u>216</u>	<u>140</u>	<u>82</u>	<u>51</u>	<u>53</u>	<u>29</u>	<u>1,264</u>
Total in 4-H	235	298	338	300	216	154	80	68	56	1,791

Of the 1,791 members, 635 were from the urbanized area of the county. According to the 1960 census, there were 22,327 youth ages 9-19 in the urbanized area of the county. Hence, the 4-H program was reaching approximately 2.8 percent of the potential.

Table 29 shows the distribution of the 4-H members in Multnomah County enrolled in 4-H in 1962 by tenure in club work. About 45 percent of the members were first year members and another 22 percent were 2nd year members.

TABLE 29. DISTRIBUTION OF 4-H ENROLLMENT
BY YEARS OF 4-H CLUB WORK, 1962, IN MULTNOMAH COUNTY

	----- YEAR IN 4-H -----										
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th & over	Total
Boys	260	100	63	45	28	9	12	5	2	3	527
Girls	<u>560</u>	<u>301</u>	<u>153</u>	<u>98</u>	<u>68</u>	<u>31</u>	<u>26</u>	<u>9</u>	<u>15</u>	<u>3</u>	<u>1264</u>
Total	820	401	216	143	96	40	38	14	17	6	1791
Percent of Total	45.8	22.4	12.1	8.0	5.3	2.2	2.2	.8	.9	.3	100

According to Table 30, there were 269 adult leaders assisting in the 4-H program in 1962. About 55 percent were either first or second year leaders and 16 percent were in their 3rd year of tenure. Of the 269 leaders, 57 were male and 212 were female leaders.

TABLE 30. DISTRIBUTION OF 4-H LEADERS BY TENURE,
1962, IN MULTNOMAH COUNTY

-----NUMBER OF YEARS-----										
Leaders	1st	2nd	3rd	4th	5th	6- 10	11- 15	16- 19	20 & over	Total
Adult Men Leaders	15	13	12	6	4	3	1	2	1	57
Adult Women Leaders	80	39	32	16	15	19	5	3	3	212
Total Adult Leaders	95	52	44	22	19	22	6	5	4	269
Percent of Total	35.4	19.3	16.3	8.2	7.1	8.2	1.8	1.8	1.5	100

Table 31 shows that 2,716 projects were enrolled in by the 4-H members in Multnomah County during 1962. The boys took 770 projects and 1,946 were taken by the girls. The most popular projects seemed to be those in the areas of home economics. Gun safety and leathercraft were also enrolled in quite extensively. The average number of projects taken by the 4-H members in Multnomah County in 1962 was 1.4.

TABLE 31. DISTRIBUTION OF MEMBERS IN 4-H PROJECTS,
1962, IN MULTNOMAH COUNTY

Project	---NUMBER ENROLLED---		
	Boys	Girls	Total
Livestock	214	297	517
Field Crops	4	1	5

<u>4-H Projects Cont'd</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Range Management	0	1	1
Flower Grower	20	45	65
Fruit Grower	1	0	1
Vegetable Gardener	28	26	54
Home Grounds Beautiful	5	9	14
Commercial Horticulture	1	0	1
Beekeeping	1	1	2
Entomology 1 2 3 4	0	1	1
Forestry	36	16	52
Geology	20	3	23
Archery	7	2	9
Fishing	12	2	14
Gun Safety	96	21	117
Wild Animals and Birds	3	5	8
Automotive 1 2 3	7	1	8
Electricity 1 2 3 4	63	2	65
Woodworking	16	1	17
Marketing	0	1	1
Junior Leadership	13	33	46
Empire Builders	21	46	67
Health	0	9	9
Folk Dancing	18	33	48
Dancing	2	11	13
Ceramics	29	36	65
Leathercraft	42	36	78
Metal Crafts	1	0	1
Painting	5	12	17
Photography	65	55	120
Clothing	2	539	541
Bachelor Clothing	7	2	9
Knitting	4	249	253
Food Preparation	19	337	356
Outdoor Cooking	7	5	12
Canning	1	29	30
Freezing	0	15	15
Child Development	0	37	37
Home Improvement	0	27	27
Totals	770	1946	2716

The 4-H Club Program In Portland

In the City of Portland the total enrollment in 4-H Club work in 1962 was 1,908. Included in this enrollment were 359 boys and 1,549 girls. According to the 1960 census, there were 65,353 youth ages 9-19 in Portland. Hence, about 2.9 percent of the potential were enrolled in 4-H. Table 32 shows that about 82 percent of the members completed the requirements and achieved in 4-H Club work in 1962. About 74 percent of the boys and 84 percent of the girls achieved.

TABLE 32. DISTRIBUTION OF 4-H ENROLLMENT AND COMPLETION, 1962, IN PORTLAND

	Enrolled	Completed	Percent
Boys	359	256	71
Girls	1549	1260	82
Total	1908	1516	81

Table 33 shows that 1,293 members, or over 65 percent of the membership, was in the 4th, 5th or 6th grade, which would indicate that they fell in the 10-12 age grouping. Another 466 members were in the 7th and 8th grades.

TABLE 33. DISTRIBUTION OF 4-H CLUB ENROLLMENT BY GRADE, 1962, IN PORTLAND

Grade	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	
Boys in 4-H	54	68	115	51	44	15	6	6	0	4	359
Girls in 4-H	<u>296</u>	<u>337</u>	<u>423</u>	<u>245</u>	<u>126</u>	<u>59</u>	<u>31</u>	<u>8</u>	<u>14</u>	<u>10</u>	<u>1549</u>
Total in 4-H	350	405	538	296	170	74	37	10	14	14	1908

In the City of Portland about 82 percent of the enrollment is made up of first or second year members. Table 34 indicates that a very large proportion of the boys are first year members.

TABLE 34. DISTRIBUTION OF ENROLLMENT BY YEARS OF 4-H CLUB WORK, 1962, IN PORTLAND

	----- Year In 4-H -----									
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Total
Boys	259	57	21	13	8	0	0	1	0	359
Girls	<u>955</u>	<u>307</u>	<u>163</u>	<u>40</u>	<u>33</u>	<u>30</u>	<u>11</u>	<u>5</u>	<u>5</u>	<u>1549</u>
Total	1214	364	184	53	41	30	11	6	5	1908
Percent of Total	63.1	19.1	9.6	2.1	2.1	1.6	0.6	0.4	0.3	100

There were 294 volunteer adult leaders working with the 4-H program in Portland in 1962. (Thirty-one were men and 263 were women.) Table 35 shows that 73 percent of the leaders were either first or second year leaders in 4-H Club work.

TABLE 35. DISTRIBUTION OF 4-H LEADERS BY YEARS OF LEADERSHIP, *
1962, IN PORTLAND

Year	NUMBER OF YEARS									Total
	1st	2nd	3rd	4th	5th	6- 10	11- 15	16- 19	20 & over	
Adult Men Leaders	15	6	6	2	0	1	0	0	1	31
Adult Women Leaders	<u>143</u>	<u>50</u>	<u>25</u>	<u>9</u>	<u>7</u>	<u>14</u>	<u>8</u>	<u>4</u>	<u>3</u>	<u>263</u>
Total Adult Leaders	158	56	31	11	7	15	8	4	4	294
Percent of Total	53.8	19.2	10.6	3.8	2.5	5.1	2.7	1.0	1.0	100

* Includes all adult leaders, co-leaders, assistant leaders and community leaders who were 18 or over, but does not include junior leaders or anyone enrolled as a 4-H member.

The summary of the projects taken by members is shown in Table 36. There were 2,695 projects taken by the 1,908 4-H members. The home economics projects were quite popular with the girls enrolled in 4-H Club work. The 4-H members averaged 1.4 projects per member in 1962.

TABLE 36. DISTRIBUTION OF MEMBERS BY ENROLLMENT IN 4-H PROJECTS,
1962, IN PORTLAND

Project	NUMBER ENROLLED		
	Boys	Girls	Total
Unknown	4	34	38
Flower Grower	27	31	58
Home Grounds Beautiful	1	2	3
Entomology 1 2 3 4	2	12	14
Forestry	34	11	44
Geology	22	12	34
Fishing	24	1	25
Gun Safety	8		8
Automotive 1 2 3	11	3	14
Electricity 1 2 3 4	51	3	54
Woodworking	57	3	60
Junior Leadership	3	16	19
Empire Builders	2	29	31
Health	82	181	263
Ceramics	20	80	100
Leathercraft	2	14	16
Photography	15	30	45
Clothing 1 to 7		735	735
Bachelor Clothing	1		1
Knitting	10	373	383
Food Preparation	29	536	565
Outdoor Cooking	9	20	29

<u>Project</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Canning	0	15	15
Freezing	0	5	5
Child Development	0	64	64
Home Improvement	<u>1</u>	<u>33</u>	<u>34</u>
 TOTAL	 448	 2, 247	 2, 695

Recruitment and Recognition of 4-H Members

In Multnomah County most of the promotional work and initial contacts in recruiting 4-H Club members is done through the school. Survey interest sheets are distributed through the schools to determine interest in various youth groups. These surveys are conducted in cooperation with the principal of the school and the Parent Teachers Association. If several school children within a school or a school district express interest in 4-H, an effort is made to interest one of the parents in assuming the leadership responsibility by phone or personal contact. After this initial contact meeting, the district leader chairman follows through on the organization of the club, orientation of the youths, and carries out the training of leaders and members. The Extension agents participate in the first two meetings and are available whenever needed.

In some of the schools the agents are able to explain the 4-H program at specific meetings and frequently at school assemblies. These are usually held on school time. Interest cards are used and names of boys and girls expressing an interest in joining 4-H are identified and turned over to the district leader chairman. After this initial interest is identified, through these school contacts, the district leader chairman follows through on selection and orientation of leaders, club orientation, and servicing the club during its first year. The Extension agents participate in the first meetings and are available whenever needed.

Potential 4-H members are also able to hear about 4-H through: (1) Local radio and television programs and newspapers, (2) other Extension programs and activities and (3) information centers at county and state fairs.

The kinds of recognition that have become traditional with 4-H Club programs are given to members in Multnomah County. Members are eligible for the following kinds of recognition: (1) completion certificates and pins, (2) having their names published in the 4-H column in local newspapers for outstanding work, (3) ribbons and premiums from county and state fairs, (4) delegates to the National 4-H Congress and other national events, (5) scholarships to 4-H summer school at Oregon State University, (6) college scholarships for older members, (7) letters for outstanding junior leaders, and (8) Sears and Roebuck special awards.

Boys and girls may enroll in 4-H club work in Multnomah County when they are nine years old.

In the City of Portland one of the 4-H Club agents also holds a position of supervisor in the public school system and receives his salary from school board appropriations. This arrangement provides for very close working relationships with the schools in Portland.

The school serves as the major channel through which members are informed of 4-H Club work. In fact, a number of activities relating to recruitment and recognition of members are done through the schools on school time.

Many of the school in Portland have a "youth night", at which time parents and children are informed about the available out-of-school youth groups in the city. These programs are arranged through the school principal in cooperation with the Parent Teachers Association. The program is organized so that the parents and children have the opportunity to hear representatives of youth groups such as Boy Scouts, Girl Scouts, Camp Fire Girls, YWCA and YMCA explain their programs. A 4-H Club agent is also usually on the program to explain the 4-H Club program. The parents and children are also given an opportunity at this "youth night" to raise questions and discuss specific programs with representatives from the various youth groups.

If there is interest in organizing a 4-H Club, the Extension agent will turn over the names of parents and members to the school district leader chairman. The leader chairman will take major responsibility for follow through on organizing the club, selecting and recruiting the leaders and assisting the club during the first year of operation. The 4-H Club agent will be available to assist whenever necessary.

In a number of schools each year, 4-H promotional work is done through the school--in meetings with individual grades or in assemblies on school time. At these meetings the 4-H Club program is explained and interest cards are filled out to determine specific interests in membership in 4-H. If interest is expressed, the names of the boys and girls are again turned over to the district leader chairman. The district leader chairman will again follow through and will attempt to organize new clubs, if necessary, or introduce the members to already existing clubs in their school district area.

Potential 4-H members in Portland are also identified through an annual survey conducted by the Parent Teachers Association. Each PTA has the youth chairman who is responsible for determining, through school surveys, the interest in voluntary youth groups. The names of the children expressing an interest in 4-H are turned over to the district leader chairman who will follow through on organizational work. Boys and girls are eligible to join 4-H Club work in Portland when they are 9 years old.

Other ways which members are informed about the 4-H club program are: (1) information booths at county and state fairs, (2) through local radio and television programs and newspapers, and (3) survey sheets at achievement banquets.

A number of problems regarding recruitment and maintaining membership were cited by the agents in Portland. Some of these are as follows: (1) competition with other youth groups, (2) lack of parent cooperation, (3) boys and girls have jobs or other things to do which take a great deal of their free time, (4) parents objection to having children participate in so many activities, (5) lack of local leaders, and (6) lack of promotional materials.

There are several kinds of recognition available to the members in Portland. Following are some of the things available.

- (1) Membership pins
- (2) Financial remunerations
- (3) Achievement ribbons and recognition for high-quality work on their projects
- (4) Selection for demonstrations in various places in the city during National 4-H Club Week
- (5) Selection for service club talks about 4-H club work
- (6) Scholarships to 4-H summer school at Oregon State University
- (7) Delegates to the conference on Know Your State Government
- (8) Delegates to National 4-H Club Congress and other national events.

Recruitment, Training and Recognition of Leaders

The 4-H Club program in Multnomah County and in the City of Portland is organized on a school district basis; a local leader serves as a community leader chairman for each school district. This person serves as chairman or supervising leader of the 4-H leaders within the school district. The agents contact, and/or channel, for communicating with other leaders within any one particular school district is through the community leader chairman. This community leader chairman is responsible for recruiting members, selecting and orientating new leaders in the district, organizing and servicing new clubs. He may or may not be a leader of a 4-H Club.

Other ways of obtaining leaders are similar to the recruitment methods used for members. They include survey sheets at achievement banquets, information booths at county and state fairs, youth nights at schools, local television and radio programs, newspapers and individual contact.

Some of the problems encountered in obtaining new leaders are as follows:

- (1) People are afraid to lead--they feel insecure.
- (2) People are unable to attend training meetings.
- (3) Jobs interfere with leader obligations and responsibilities.
- (4) Transportation problems.
- (5) Husbands don't want wives to lead.
- (6) Impossible to assume leadership responsibilities because of family duties and obligations.

Most all of the training provided for leaders is in subject matter areas in the various projects. Training is given on a county or tri-county basis for most of the projects. Very limited training is given in areas other than subject matter relating to the projects.

The major problem in training leaders is the lack of attendance at meetings. In this urban area it is extremely difficult to get leaders to attend leader training meetings because of other things to do, traffic problems, etc.

Leaders are recognized in various ways on an individual, city or county basis. The leader pins and certificates are given at the 5th, 10th and 20th year, and thereafter on a 5-year basis through 35 years. Also, a great deal of recognition is given through the PTA, through church groups and other civic groups. Leader achievements are publicized in the newspapers; also, an outstanding leader of the year is selected and recognized at the leaders banquet, which is sponsored by one of the local power companies.

STATE EXTENSION ADMINISTRATORS

Introduction

As incumbents of state level positions, administrators and supervisors have the authority to allocate varying degrees of resources to support urban youth programs. They also are in positions to establish an organizational climate which facilitates or impedes adaptation of the 4-H program to urban areas.

The purpose of interviewing administrative personnel at the state level was to obtain information on policies and attitudes about the youth phase of the Extension program in the urban areas. Specific information was obtained on training of personnel, perceptions of other staffs about 4-H in urban areas, allocation of resources and efforts taken to adapt the program to an urban environment.

In each state included in the study, the research team spent one day interviewing personnel involved in the state level administration of the Cooperative Extension Service. A total of 59 interviews were completed in the six states. The Dean of Agriculture or Associate Director of Extension were interviewed in each state (Table 37). Information was obtained from the state leader of Home Economics in three states. In three states two supervisors were interviewed and in the other three states one supervisor was included in the study. In all cases the supervisors interviewed were those responsible for the counties included in the study. Also, in all six states information was obtained from one or more members of the state 4-H Club staff.

TABLE 37. NUMBER OF STATE ADMINISTRATORS INTERVIEWED

Personnel Groups	Mich.	Colo.	Ore.	Mo.	Ga.	N. Y.	Total
Dean of Agriculture	1	1	1	1	1	1	6
Director, Assoc. or Assistant:							
Director(s)	1	1	1	1	2	2	8
Home Economics Leaders	0	0	1	0	1	1	3
Supervisors	1	1	2	2	2	1	9
4-H Club Staff	1	4	5	7	8	2	27
TOTAL	4	7	10	11	14	7	59

Policies and Attitudes About 4-H

The initial question raised with the individuals interviewed was whether any policy with respect to 4-H Club work in urban areas had been developed. In all cases the respondents indicated that the state did not have any formal written

policy regarding Extension work in urban areas. Several individuals interviewed supported the concept set forth in the Scope Report¹ that the first priority is to farm people and then others should be served with the resources that are available. In many cases there was a feeling that Extension has first responsibility to rural people because of tradition rather than legality. Quite generally the administrative personnel felt that 4-H should be made available to all youth in the state. They felt that the urban-rural division is only an arbitrary boundary and that it is not realistic in developing a youth program. In fact, most all of the respondents indicated that Extension has been working with people living in urban areas and will continue to do more in the future.

The majority said that 4-H was just as worthwhile for boys and girls living in urban areas as for those in rural areas. With the exception of three individuals interviewed, there was a very favorable attitude toward the Extension Service doing 4-H work in urban areas. The members of the 4-H staffs were most enthusiastic about extending the program to reach boys and girls in urban areas. They frequently mentioned financial resources as the major limiting factor to work in urban areas. Also, it was generally felt that resources should not be shifted from the rural program to serve the urban population. Several individuals suggested that Extension use funds on an experimental basis to serve the urban population.

Even though the group had a favorable attitude about 4-H in urban areas, about 75 percent felt a need to re-orient and adapt the program so that it will be more appropriate, challenging and interesting for youth in the urban setting. Several respondents suggested that if the 4-H program was to be successful in urban areas, it would be necessary for Extension to decide what the program is to achieve and what the specific content of it should be.

Only seven of the 59 state staff members said they felt there was some question of the legality of working with youth in urban areas. These individuals raised questions about the present legislative laws at the federal level and whether they provide for working with people in the highly urbanized areas.

Perceptions Toward 4-H Work in Urban Areas.

The respondents at the state level were asked a series of questions about what various relevant groups and individuals thought about Extension doing 4-H Club work in urban areas. The general consensus among the administrative, supervisory and 4-H personnel was that the state staff, including the subject-matter specialists have accepted the idea and are willing to support 4-H in urban areas. Several individuals said that some groups in the organization were more hesitant than others to readily accept the idea. The agricultural specialists and county staff members located in rural areas were mentioned most frequently as the groups most likely to oppose moving in the

¹ A Statement of Scope and Responsibility of the Cooperative Extension Service -- Op. Cit.

direction of serving youth in urbanized areas. If a specialist was in a subject matter area that was easily adaptable to youth projects in urban areas he would likely support the idea. If his subject was more difficult to adapt he would likely be hesitant to support it. County personnel located in or near large population centers would favor working with urban youth more than those in rural areas.

All state staff personnel interviewed felt that their University President favored the Extension Service promoting 4-H Club work in urban areas. In several cases, individuals mentioned that the President was quite interested in 4-H and supported it enthusiastically. Also, all of the respondents felt that the governing boards of their respective institutions supported extending 4-H Club work to all children regardless of place of residence.

When asked what farm organizations thought of Extension doing 4-H Club work in urban areas, the general reaction was that they did not attempt to oppose it, nor would they enthusiastically support it. One respondent summarized the general feeling quite adequately when he said, "they may not have accepted the idea yet, however there is no organized or vocal opposition." Another idea expressed was that the farm organizations generally approved of extending 4-H Club work to all youth, however, if emphasis in rural areas was curtailed to use the resources in the urban areas they would seriously object.

The administrative personnel were asked about the thinking of the General Extension Administrators concerning Cooperative Extension doing 4-H work in urban areas. In all cases the respondents felt these people were favorable toward this effort. In several instances examples were cited of close cooperative relationships. In the state of Missouri both groups have one central administrative organization called The Extension Division. One person felt that the General Extension Administrators had no feeling one way or the other about youth work because it is in no sense competitive with their program.

In a number of cases, individuals cited efforts to utilize resources in the University beyond the College of Agriculture and School of Home Economics in the development of project material. One example was a project being developed in the area of geology by the staff in the Geology Department. Several members from the 4-H staffs in each state mentioned that there was a need to learn how to work more effectively with University personnel outside the Colleges of Agriculture.

Efforts to Adapt 4-H to Urban Areas

The individuals interviewed at the state level were asked what had been done administratively in supporting 4-H Club work in urbanized areas. In the area of personnel, one state recently hired a specialist to the 4-H staff in urban work. His responsibility is to assist the youth agents in urbanized areas with projects relating to youth work. At the start, the emphasis will be on an experimental basis. In three of the states specialists have recently been employed in the fields of business, arts and sciences, and medicine.

Several representatives from all six states indicated that attention was being given to hiring people with training and background experiences in fields other than agriculture and home economics. Three of the six states were employing personnel trained in sociology, education, social work, etc. to work in 4-H in urban areas.

There was a general feeling that 4-H materials and publications are being adapted for urban audiences. However, additional progress was considered necessary. The greatest need for further adaptation was cited in the area of promotional materials for use in urban areas. The members of the state 4-H staffs felt that more progress was being made than did other administrative personnel interviewed.

The county personnel employed in urban areas received the same kind of recognition as personnel in rural areas in all six states. Several of the supervisors felt that the recognition must be the same in order to maintain morale among personnel in all positions.

The respondents were asked what they were doing in regard to retraining present staff to work in urban areas. Representatives from all six states gave examples of workshops and conferences which have been held for agents in urban areas. The content has generally been related to "How to Work with Urban People." Several administrators cited one problem in re-training personnel for urban work, namely that Extension really is in the trial and error stage in working in this area. They have not found any specific approach or procedure to be extremely effective.

In all cases the administrators attitudes toward graduate work for Extension employees was very favorable. Several mentioned the need for additional training in the social sciences, especially for personnel in urban areas.

An inquiry was made regarding the amount of experimentation with pilot urban 4-H programs. The only ones mentioned were those that have become traditional in other states or areas, like working with housing authorities on projects in low socio-economic areas and intensive leader training efforts.

Difficulties in Developing 4-H in Urban Areas

The respondents were asked to indicate the major difficulties the organization has encountered in developing 4-H Club work in urban areas. Some of the difficulties mentioned most often were: (1) Urban people have an image of 4-H as a rural program; (2) lack of effective projects that appeal to urban youth; (3) staff has major experiences in rural areas; (4) many staff members lack basic training in social sciences; (5) many county offices project a rural image; (6) lack of know-how to deal directly with urban situations; (7) need to develop effective procedures for working with schools; (8) need for more resources from specialists from outside the College of Agriculture; (9) urban people like 4-H but have a problem deciding whether it should be 4-H or some other group; and (10) funds are inadequate to develop an effective program.

The administrators were asked to indicate how successful they felt they had been in developing 4-H programs in the urban areas. About 80 percent of the respondents said either they they were only fairly successful or not successful. The other 20 percent indicated that they had been successful or very successful. Many of the respondents pointed out that the quality of the program was excellent, however they were not reaching very many people with it. Several of the individuals said that Extension was only getting started in developing an effective program for urban boys and girls. Members of 4-H staffs felt more progress was being made than did individuals in other administrative positions.

Several of the individuals discussed the idea of having county youth agents work with representatives of all youth groups rather than just 4-H. This, of course, raised the basic question of what should be the role of a youth agent in a predominantly urban area. The alternative to being a 4-H organizer and promoter was that he might serve as a resource person to all voluntary groups. In other words, the youth agent would serve as education specialist providing materials and resources as a representative of the land-grant institution to the other youth groups. There was some concern as to whether the youth agent could fulfill this role and still promote and service the 4-H Club program. Many of the people interviewed felt a youth agent could not fill both roles. In fact, one youth specialist said: "The concept of urban 4-H and total youth work seems to be incongruent concepts."

In general there is a strong feeling among the state staff included in the study that there is a future for 4-H in the urban areas if the program can be adjusted so that it meets the needs of youth in an urban society. There was a strong feeling regarding the need to change the image of 4-H from a rural program to that of an urban program.

COUNTY EXTENSION STAFF

Introduction

The county extension staff is extremely influential in making decisions about the organization and program in each county. The organization has a high degree of functional autonomy at the county level. The state and federal levels do not dictate details of the county program. Hence, the interests, attitudes and skills of county staff members would be expected to influence the nature of the 4-H program and how it is carried out. Their perceptions and understanding of the urban environment would be affected by past training and experience.

In the eight areas included in the study, 61 county staff members were personally interviewed. The number of county staff interviewed ranged from three in the city of Portland to 16 in Nassau County. Of the total, approximately half were men and half were women (Table 38). All agents were white, except two negro agents in DeKalb County, Georgia.

TABLE 38. DISTRIBUTION OF COUNTY STAFF BY SEX

Sex	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	-----NUMBERS-----									%
Male	4	3	2	9	6	1	3	4	32	52
Female	2	2	2	7	4	2	4	6	29	48
Total	6	5	4	16	10	3	7	10	61	100

Approximately half of these agents spent almost full time working on the 4-H program. About one-third allocated very little of their time to the youth program (Table 39). Although all agents could respond to some of the questions, those agents not directly involved in 4-H usually did not answer specific questions about the youth program.

In the Portland office the three staff members worked entirely on 4-H. In Nassau County, where the three departments are organized separately, only the youth agents were interviewed plus one member in the home economics department and one in the agriculture department. In all other areas, all county staff members were included in the study--those working with both the youth and adult programs.

TABLE 39. DISTRIBUTION OF COUNTY STAFF BY TIME SPENT ON 4-H.

Percent of time spent on 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
Up to 10%	3	0	2	2	6	0	5	2	20	33
11 - 25%	1	2	0	0	0	0	0	1	4	7
26 - 50%	0	2	0	0	1	0	0	1	4	7
51 - 75%	0	0	1	0	0	1	0	2	3	5
76 - 100%	2	1	1	14	3	3	2	4	30	49
Total	6	5	4	16	10	3	7	10	61	101

The major responsibilities of these staff members with respect to the 4-H program were leadership training and organizing 4-H clubs. Only 8 of the agents said they had responsibilities for directly teaching members.

Personal Characteristics

Age

Agents varied considerably in age. Thirty-one percent were 30 years or younger; 25 percent were 50 or above. Twenty-eight percent were in their 30's, and 16 percent in their 40's (Table 40).

TABLE 40. DISTRIBUTION OF COUNTY STAFF BY AGE

Age	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
20 -25	1	1	0	1	0	1	1	3	8	13
26 - 30	1	1	1	2	3	0	1	2	11	18
31 - 40	1	1	1	3	5	0	2	4	17	28
41 - 49	2	1	0	3	1	0	2	1	10	16
50 & above	1	1	2	6	2	2	1	0	15	25
Total	6	5	4	15	11	3	7	10	61	100

Tenure in Extension

As to length of tenure in the Cooperative Extension Service, 17 percent of the agents had been employed two years or less (Table 41). On the other hand, 23 percent had been employed 16 or more years. Twenty percent had been in extension 3 to 5 years and 30 percent 6 to 10 years. Slightly over half of the agents had spent all their extension experience in the counties where they were located.

TABLE 41. DISTRIBUTION OF COUNTY STAFF
BY LENGTH OF EMPLOYMENT IN EXTENSION.

Years	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS ¹ -----									
0 - 2	1	1	0	2	2	1	0	3	10	17
3 - 5	1	1	0	5	0	0	3	2	12	20
6 - 10	2	1	2	4	3	2	2	2	18	30
11 - 15	0	1	0	2	2	0	0	1	6	10
16 - 25	1	1	1	2	3	0	2	1	11	18
Over 25	1	0	1	1	0	0	0	0	3	5
Total	6	5	4	16	10	3	7	9	60	100

¹Discrepancy between the number reported in this table and the number interviewed is due to incomplete data for one respondent. This explanation applies to all subsequent tables where total number of cases in table differs from total interviewed in respondent category.

Other Professional Employment

Thirty-seven percent of the staff members had no professional employment other than Extension; 21 percent had some form of commercial or industrial employment, and 29 percent had been teachers (Table 42).

TABLE 42. DISTRIBUTION OF COUNTY STAFF
BY OTHER PROFESSIONAL EMPLOYMENT

Type of Employment	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
-----NUMBERS-----										
None	1	2	2	9	2	0	0	3	19	27
Commercial or industrial	1	0	0	7	1	1	1	0	11	21
Teaching	2	2	1	0	4	2	2	2	15	29
Others	2	2	0	0	3	0	0	0	7	13
Total	6	6	3	16	10	3	3	5	52	100

Education

All the staff members in these counties had at least a bachelor's degree, except 7 in Nassau County, who had the title of field assistants. All men and women had bachelor's degrees in some field of agriculture or home economics except 4 in Nassau County and 1 in DeKalb, the latter 5 majored in education. Eight of the 26 men majored in horticulture. Sixteen of the 61 staff members had master degrees, and one had a doctorate in botany. Of the 16 master degrees, 2 were in home economics, 8 in education, and 6 in agriculture, of which 4 were horticulture.

Marital Status

Sixty-six percent of the agents were married (Table 43). The married ones

TABLE 43. DISTRIBUTION OF COUNTY STAFF BY MARITAL STATUS

Marital Status	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
-----NUMBERS-----										
Married	4	3	4	9	7	1	4	8	40	66
Single	2	2	0	5	4	2	3	2	20	33
Total	6	5	4	14	11	3	7	10	60	99

were asked how their wife or husband felt about living in the urban area. Only two judged their spouse to have a negative reaction to living in the urban area.

Organizational Membership

The professional groups or organizations to which these staff members belonged were primarily the state and national agricultural or home economics associations. About 85 percent belonged to the state organization and 56 percent to the national organization (Table 44).

TABLE 44. DISTRIBUTION OF COUNTY STAFF
BY PROFESSIONAL GROUPS OR ORGANIZATIONS

Membership	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
None	0	0	0	3	0	0	0	0	3	5
State agri- culture or home econ- omics	5	5	4	10	10	3	6	9	52	85
National agricul- ture or home economics	4	3	3	8	3	3	4	6	34	56
Fraternal or honorary organ- izations	0	0	0	1	1	1	0	1	4	5
Others	3	3	0	4	5	0	5	3	23	33

Eighty-eight percent of the agents belonged to one or more community or civic groups (Table 45). Twenty-eight percent belonged to a civic or business group; 18 percent to recreational, 18 percent to charitable, 21 percent to educational and 13 percent to religious organizations. Only two agents reported membership in a farm organization.

TABLE 45. DISTRIBUTION OF COUNTY STAFF
BY MEMBERSHIP IN COMMUNITY OR CIVIC GROUPS.

Membership	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
None	0	0	0	4	1	0	0	2	7	12
Civic or business	5	0	2	2	4	0	2	2	17	28
Fraternal	1	0	0	0	0	0	0	0	1	2
Recreational	3	2	0	1	3	0	1	1	11	18
Charitable	1	1	1	2	3	2	1	0	11	18
Educational	2	1	1	1	3	1	2	2	13	21
Religious	2	0	0	2	3	0	0	1	8	13
Others	1	2	3	4	5	1	1	2	19	31
Farm	1	0	0	0	1	0	0	0	2	3

Job Training

Staff members were asked what books or magazines they found most useful in their job. About one-third said Extension publications and one-third referred to popular magazines (Table 46). Fourteen percent cited professional journals, and 5 percent scientific journals, and 3 percent newspapers.

TABLE 46. DISTRIBUTION OF COUNTY STAFF
BY PUBLICATIONS MOST HELPFUL.

Most Helpful	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
None	0	1	0	0	2	0	1	0	4	6
Scientific journals	1	1	0	0	0	0	1	0	3	5
Professional journals	2	0	1	0	0	2	3	1	9	14
Extension Publi- cations	0	3	0	10	3	2	2	2	22	35
Popular magazines	3	1	2	7	3	3	1	4	23	37
Newspapers	1	0	0	0	1	0	0	0	2	3
Total	6	6	3	17	9	7	8	7	63	100

Agents were asked if they had any other formal training to help them with their extension work. Half of them did, usually in formal graduate courses or three week's extension summer sessions.

When asked what kind of professional training they would like to receive 44 percent said sociology or the social sciences; 18 percent, mass communication methods; 16 percent, agricultural extension or administration; 12 percent, community development; and 2 percent, evaluation in the extension service, (Table 47).

TABLE 47. DISTRIBUTION OF COUNTY STAFF
BY KINDS OF PROFESSIONAL TRAINING DESIRED.

Training Desired	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
Sociology	2	0	3	6	4	0	6	4	25	44
Mass Com- munication Methods	0	1	0	3	2	0	1	3	10	18
Agri. Ext. Administra- tion	0	1	1	4	1	2	0	0	9	16
Evaluation in Coop. Ext.	0	0	0	0	0	0	1	0	1	2
Community Devel- opment	0	0	0	1	0	0	1	0	2	4
Others	1	2	0	2	3	0	0	2	10	18
Total	3	4	4	16	10	2	9	9	59	102

4-H and Farm Experiences

Forty-eight percent of these agents were 4-H members at one time (Table 48). Fifty-seven percent of the agents were born and raised on a farm; 10 percent, in a rural non-farm open country area; 7 percent, in a town under 2,500; 8 percent, in a city of 2,500 to 10,000; and 18 percent, in a city of over 10,000 (Table 49).

TABLE 48. DISTRIBUTION OF COUNTY STAFF
BY 4-H MEMBER EXPERIENCE

4-H Member	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
Yes	3	2	2	5	6	0	3	8	29	48
No	3	3	2	11	3	3	4	2	31	52
Total	6	5	4	16	9	3	7	10	60	100

TABLE 49. DISTRIBUTION OF COUNTY STAFF BY PLACE OF REARING

Place of Rearing	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
Farm	4	2	3	2	8	2	4	9	34	57
Rural non-farm	0	0	0	2	1	0	2	1	6	10
Town under 2,500	0	2	0	1	1	0	0	0	4	7
City 2,500-10,000	1	0	0	3	0	1	0	0	5	8
City over 10,000	1	1	1	7	0	0	1	0	11	18
Total	6	5	4	15	10	3	7	10	60	100

Perceptions and Attitudes

Satisfactions

When asked what they liked most in urban areas, 48 percent mentioned the human relation's experience of working with people; 28 percent, the training meetings for leaders; 13 percent, the diversity and variety of the program; and 10 percent gave other aspects of their job, such as organizing clubs (Table 50). One agent said, "I like best the challenge of competing with other groups." Others mentioned, "we're watching boys and girls develop, good working conditions, and the opportunity to use such a variety of methods in reaching people." Other responses included, "camping and leader training, working with the leaders and members and seeing them develop and gain poise and confidence."

TABLE 50. DISTRIBUTION OF COUNTY STAFF
BY ASPECTS OF JOB LIKED MOST

Liked Most	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
----- NUMBERS -----										%
Social aspects-- working with people	3	4	3	6	3	1	5	7	32	48
Variety of the program	1	0	0	1	2	1	2	2	9	13
Conducting Training meetings (leader)	1	1	0	10	2	1	4	0	19	28
Others (organizing clubs, etc.)	0	1	0	3	1	0	1	1	7	10
Total	5	6	3	20	8	3	12	10	67	99

When asked what aspect of their job as an Extension agent working in urban areas they like least, staff members mentioned most often making reports or the office conditions (Table 51). A few agents did not like

TABLE 51. DISTRIBUTION OF COUNTY STAFF
BY ASPECTS OF JOB LIKED LEAST

Liked Least	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
----- NUMBERS -----										%
Nothing	1	0	0	3	3	0	0	4	11	23
Making reports and office conditions	0	1	3	6	0	1	1	1	13	28
Handling minor details	2	3	1	1	1	0	1	0	9	19
Competition for individuals time	2	0	0	2	0	1	0	4	9	19
Traffic problem	0	0	0	0	1	0	1	0	2	4
The lack of evidence about results	0	0	0	0	0	0	3	0	3	6
Total	5	4	4	12	5	2	6	9	47	99

handling minor details, the competition for their time, the lack of evidence of results, and the urban traffic problems. Comments were received such as, "the lack of understanding of urban people about the purpose of the extension service, the lack of obvious evidence of results of our work, so little time with so much to do, the difficulties of serving urban people with a rural program, so much night work, and complexity of the social structure of urban areas;" two agents said "organization of clubs through the schools, we still have to promote club work." Another agent said, "it is very discouraging to have parents want to start a club just to have the child go to camp." Another cited the difficulty of obtaining leaders.

Agents were asked how satisfied they were with their present job as an Extension agent. Thirty-eight percent said they were "extremely satisfied" and 58 percent said "satisfied" (Table 52). Only two agents said they were "kind of satisfied" and no one was "not satisfied at all."

TABLE 52. DISTRIBUTION OF COUNTY STAFF
BY SATISFACTION WITH PRESENT JOB.

Job Satisfaction	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
----- NUMBERS -----										
Extremely satisfied	3	4	1	7	1	2	2	3	23	38
Satisfied	3	1	2	8	9	1	4	7	35	58
Kind of satisfied	0	0	1	0	0	0	1	0	2	3
Not satisfied at all	0	0	0	0	0	0	0	0	0	0
Total	6	5	4	15	10	3	7	10	60	99

When asked how satisfied they were with their performance as an Extension agent in the urban area, 13 percent said "extremely satisfied," 52 percent were "satisfied," 33 percent replied "kind of satisfied," and 2 percent were "not satisfied at all" (Table 53). Almost all felt that they could improve in their performance as an agent.

When asked how much satisfaction they get from working in urban areas compared with agents who work in rural areas, 29 percent felt they receive more personal satisfaction, 60 percent said about the same amount, and 11 percent felt that they receive less personal satisfaction in urban areas (Table 54).

TABLE 53. DISTRIBUTION OF COUNTY STAFF
BY SATISFACTION WITH PRESENT PERFORMANCE IN URBAN AREAS.

Job Performance Satisfaction	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
Extremely satisfied	1	1	3	2	0	0	0	1	8	13
Satisfied	2	3	1	12	4	2	2	5	31	52
Kind of satisfied	3	1	0	1	5	1	5	4	20	33
Not satisfied at all	0	0	0	0	1	0	0	0	1	2
Total	6	5	4	15	10	3	7	10	60	100

TABLE 54. DISTRIBUTION OF COUNTY STAFF
BY SATISFACTION COMPARED TO RURAL AREA WORK

Satisfaction Compared with Rural	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
More personal satisfaction	0	1	3	4	3	1	1	3	16	29
Same personal satisfaction	5	3	0	8	5	2	5	5	33	60
Less personal satisfaction	1	1	1	2	0	0	0	1	6	11
Total	6	5	4	14	8	3	6	9	55	100

Those who felt they received more satisfaction said that urban work involves working with more people, and urban people have more enthusiasm for an educational program. Those who said there is less satisfaction in urban areas referred to fewer close personal contacts there. One staff member felt he had so many deadlines to meet that he did not have enough time to develop insight into how to be more effective in the urban areas.

Perception of Purpose and Need

Staff members were asked what they saw as the purpose of 4-H club work in urban areas. Thirty-three percent said to develop citizenship; 22 percent, leadership; 16 percent, manual skills; 13 percent, human relations skills of cooperating or working with others, and 8 percent simply said it was the same as rural (Table 55). These objectives were so general in nature that they would apply to the rural program also--and to almost all other youth groups. There was an emphasis on citizenship and leadership as 4-H purposes. Such comments were received as, "to develop boys' and girls' skills while developing their character and leadership, to develop boys and girls supplemental to the teaching in home, school and church;" another agent said "4-H teaches basic skills to boys and girls through projects, demonstrations and other 4-H activities." Another said, "to show youth how to get along and work with others." Hence, the general purposes stated for 4-H in urban areas was quite similar to that of rural: total development of the individual, learning skills and developing effective human relations through group experiences.

TABLE 55. DISTRIBUTION OF COUNTY STAFF
BY PURPOSE OF 4-H WORK IN URBAN AREAS

Purpose of Urban 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
Same as rural	2	0	1	0	3	0	1	1	8	8
Develop leader- ship	2	3	0	5	3	1	1	3	22	22
Develop citizen- ship	2	3	3	9	5	2	4	4	32	33
Develop skills	0	1	0	8	2	3	3	3	16	16
Promote participa- tion, cooper-										
ation	2	1	0	1	4	2	0	3	13	13
Others	1	0	0	2	1	0	1	2	7	7
Total	9	8	4	25	18	8	10	16	98	99

Only 9 agents felt the purpose of 4-H in urban areas differed from that in rural areas (Table 56). Most of these agents saw differences in the projects, the type of members and leaders, and less vocational orientation in urban areas. Hence, the ultimate purpose was really the same but the methods or projects differed somewhat, especially for boys. One agent said the urban clubs have a smaller number of members and another felt 4-H in rural areas performs more of a social function.

TABLE 56. DISTRIBUTION OF COUNTY STAFF
BY PERCEPTIONS OF 4-H IN URBAN AREAS VS. RURAL AREAS

Urban 4-H Different	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
Yes	2	0	2	3	1	0	0	1	9	15
No	4	5	2	11	8	3	7	9	49	83
Don't know	0	0	0	1	0	0	0	0	1	2
Total	6	5	4	15	8	3	7	10	59	100

All of the agents except one said there was a need for 4-H in the urban areas, and this person was not sure. When asked why 4-H was needed in urban areas, 45 percent said because the program satisfies the needs of youth living in urban areas (Table 57). Another 23 percent felt the subject matter of the program is of particular interest to the urban youth.

TABLE 57. DISTRIBUTION OF COUNTY STAFF
BY REASONS WHY 4-H IS NEEDED IN URBAN AREAS

Why 4-H Is Needed	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
Due to subject matter of program	2	2	1	2	0	0	3	3	13	23
Due to increasing number of youth	1	1	0	2	1	2	0	0	7	12
Satisfies needs of youth	3	1	2	7	8	0	1	3	25	45
Makes better use of leisure time	0	0	0	1	0	2	0	0	3	5
Youth are the same in rural or urban	0	1	0	1	1	0	2	3	8	14
Total	6	5	3	13	10	4	6	9	56	99

Fourteen percent felt youth are the same whether they are in rural or urban areas. Twelve percent cited the large numbers of youth in the urban areas, and 5 percent thought the 4-H program provides more constructive use of leisure time. One agent said the subject matter of the program supplements the school by giving the academic student an opportunity to develop skills in home economics and industrial arts. Other comments mentioned were, "youth need to develop good working habits which 4-H can help them to do, helps combat juvenile delinquency, and no one urban youth program can reach all children in all areas." Several agents mentioned that the 4-H program gives boys and girls an opportunity to learn practical, worthwhile skills. Several others felt the 4-H program was unique in providing learning experiences which other youth organizations did not. One agent justified 4-H in that the urban people should be informed about agriculture; another agent felt the program gives a more thorough training for homemaking. One agent said 4-H was not as necessary for urban boys as for rural boys.

Differences Between Urban and Rural

When asked if there is a difference between urban and rural 4-H leaders, about 80 percent said there was. Several agents said urban leaders have a higher level of education, that they are more active participants and have less available time since they have more alternative opportunities from which to choose. Six agents said the training program for urban leaders must be of a higher quality if it is going to maintain their interest (Table 58). A few agents pointed out the differences in background and experience of urban and rural leaders.

Nine agents actually felt urban leaders have more free time. A few agents pointed out that urban leaders have a shorter tenure and less loyalty to 4-H. Urban leaders are predominantly women, and they were seen as giving preference to day meetings. Another agent felt urban leaders have less community orientation and loyalty than they do in rural areas.

When asked how urban members differ from rural members, five agents thought there was no difference; most agents responded that urban members differ from rural in their experience and background, that urban members differ in their project interests, and urban members have more opportunities to participate in other organizations and activities (Table 59).

Urban members are much more involved in other activities which compete with 4-H, according to several agents. Other characteristics attributed to urban members were: they are very alert to accepting any program that might help them in the development of themselves; they are more aggressive; they reject what they don't want; they have more experiences to choose from and more demanding; they are more vocal, sophisticated, have different economic backgrounds and tend to have liberal views.

TABLE 58. DISTRIBUTION OF COUNTY STAFF
BY DIFFERENCE BETWEEN URBAN AND RURAL 4-H LEADERS

Differences	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
No difference	2	2	0	1	2	2	1	3	13	21
Urban leaders have a higher level of education	1	0	4	4	1	0	1	1	12	19
Urban leaders have more opportunity to participate in other activities	1	0	2	1	0	1	0	1	6	10
Urban leaders more active in more activities	0	4	2	0	0	0	1	1	8	13
Urban leaders have more available time	1	0	2	3	0	0	1	2	9	15
Training program for urban leaders must be better in order to maintain their interest	1	2	0	0	1	0	2	0	6	10
Urban and rural leaders differ in background and experience	1	0	0	1	2	0	0	0	4	6
Others	0	0	0	0	1	0	0	0	1	2
Total	7	8	12	11	7	3	6	8	62	101

TABLE 59. DISTRIBUTION OF COUNTY STAFF
BY DIFFERENCE BETWEEN URBAN AND RURAL 4-H MEMBERS

Differences	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
No difference	1	1	0	1	2	0	0	0	5	9
Experience and background	1	0	0	7	2	0	2	3	15	28
Urban members have less time	1	0	0	0	0	0	1	0	2	4
Urban members have more time	0	0	1	0	2	0	1	2	6	11
Differ in project interest	1	0	0	1	0	0	1	4	7	13
Urban members participate in other groups	0	3	0	2	0	3	0	3	11	20
Others	1	1	1	4	1	0	0	0	8	15
Total	5	5	2	15	7	3	5	12	54	100

Relationships With Other Youth Groups

When asked if they see any difference between 4-H and other youth groups, 95 percent said they did. Only 3 agents did not.

The difference most often mentioned, by 29 percent, was that 4-H projects are more practical (Table 60). Twenty-four percent said 4-H differs from other youth groups in terms of the methods used. Twenty-six percent said 4-H has more variety, more scope and depth in the program. Eight percent said 4-H is family centered, 8 percent that it is co-educational, and 5 percent that it is less formal. The general theme was that other organizations put more emphasis on recreational activities while 4-H programs are more basic and at the same time more practical. Opportunities through 4-H for awards, trips and scholarships were also mentioned. One agent said parochial schools don't teach home economics, therefore 4-H can supplement their school program.

TABLE 60. DISTRIBUTION OF COUNTY STAFF
BY DIFFERENCE BETWEEN 4-H AND OTHER YOUTH ORGANIZATIONS

4-H is...	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
----- NUMBERS -----										
Co-educational	3	0	1	0	1	0	0	0	5	8
Family centered	1	0	0	1	3	0	0	0	5	8
Projects are more practical	2	2	2	3	1	0	4	4	18	29
Less formal	1	0	1	0	1	0	0	0	3	5
Differs in approach or methods	0	0	1	8	1	1	1	3	15	24
More variety, scope, and depth	2	2	0	1	3	0	3	5	16	26
Total	9	4	5	13	10	1	8	12	62	100

When asked if they work with other youth organizations, 66 percent said they did (Table 61). A few assumed leadership positions, such as the agent

TABLE 61. DISTRIBUTION OF COUNTY STAFF
BY WORK WITH OTHER YOUTH ORGANIZATIONS

Work With Other Youth Groups	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
----- NUMBERS -----										
Yes	5	3	2	8	6	1	5	8	38	66
No	1	2	2	8	2	1	2	2	20	31
Total	6	5	4	16	8	2	7	10	58	100

who was a Scout Commissioner for an area with 6,000 members. Cooperation usually took the form of providing information or youth literature to other youth organizations. In one city where the Extension service is an integral part of the city government, the 4-H staff seemed to work more with other youth organizations than in any of the other areas, e. g. they worked with the recreational program on home beautification, through the churches and

through the conservation center. Some agents administer tests for the Scouts for agricultural badges. One agent said that his primary identification is with that of 4-H rather than assisting other organizations. The ones who don't cooperate with organizations said they haven't been asked or they don't have time. One state has developed a formal policy of making available the university resources to all youth groups.

When asked if they work with youth in any other way than 4-H, half of them said they did, mostly through churches, the school, or in other community activities. However, much of the work was of a minor nature, usually part of the agent's role as a citizen.

Almost all agents are aware of being expected to work with other youth groups. When asked if they felt extension should work with other youth organizations, 89 percent said yes. One agent said there are still many youth not being reached which 4-H should focus on. Another agent's response was "I am not interested in working with other youth groups until the 4-H staff members become recognized and defined as leaders in the youth field."

Perception of Other Staff Members

Agents were asked how various people at the state level felt about 4-H work in urban areas compared with rural. With respect to the deans of agriculture, 59 percent of the staff members said the dean considered urban 4-H work about the same in importance as rural work; however, 39 percent considered the dean as feeling it is less important (Table 62). Only one staff member said the dean felt it was more important in urban areas.

As far as the Director of Extension or his assistant is concerned, 67 percent of the agents saw him as rating urban 4-H work about the same in importance as rural work. Eighteen percent said he felt it was less important and 16 percent that he considered it more important. With the exception of two agents, the ones who saw the Director of Extension as considering it more important were all in DeKalb County.

With respect to supervisors, 76 percent said the supervisors considered urban 4-H work the same as rural in importance. Fourteen percent saw them as feeling it is more important and 10 percent as less important.

When asked about other Extension agents, 61 percent saw them as rating the two equal in importance, 33 percent thought the agents would consider urban less important, and 6 percent said that they would consider it more important. One agent said, "the cowboy agents respect the urban work but feel 4-H is only playing around in the city." Another agent pointed out that rural agents are jealous of the competition from urban members.

With respect to specialists, 89 percent of the agents saw them as viewing both urban and rural as equal in importance. No agent considered specialists as feeling urban 4-H is more important, but 11 percent said they would feel it is less important.

Seventy-one percent of the agents said the state 4-H Club office would consider the urban and rural as equal in importance. However, 15 percent presumed them as seeing it less important and 13 percent as more important.

TABLE 62. DISTRIBUTION OF COUNTY STAFF
BY PERCEPTIONS OF HOW OTHER STAFF FEEL TOWARD URBAN 4-H WORK

Staff Positions and Importance of Urban Com- pared with Rural 4-H Work	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
-----NUMBERS-----										%
Dean of Agriculture										
More important	0	0	0	0	0	0	0	1	1	2
About the same	1	2	2	2	5	2	5	5	24	59
Less important	1	1	2	6	1	1	2	2	16	39
Total	2	3	4	8	6	3	7	8	41	100
Director or Associate Director of Extension										
More important	0	1	0	0	1	0	0	5	8	16
About the same	3	4	2	4	8	3	7	3	34	67
Less important	0	0	2	6	0	0	0	1	9	18
Total	3	5	4	10	9	3	7	10	51	101
Supervisors										
More important	1	1	0	3	0	0	0	2	7	14
About the same	2	4	2	4	9	3	7	8	38	76
Less important	1	0	2	2	0	0	0	0	5	10
Total	4	5	4	9	9	3	7	10	51	100
Other Agents										
More important	0	0	0	2	1	0	0	0	3	6
About the same	2	2	0	5	7	3	6	6	31	61
Less important	2	3	3	3	1	0	1	4	17	33
Total	4	5	3	10	9	3	7	10	51	100
Specialists										
More important	0	0	0	0	0	0	0	0	0	0
About the same	4	5	1	8	9	3	7	10	47	89
Less important	0	0	3	3	0	0	0	0	6	11
Total	4	5	4	11	9	3	7	10	53	100
State 4-H Club Staff										
More important	1	0	0	1	1	0	0	4	7	13
About the same	3	5	1	5	8	3	6	6	37	71
Less important	0	0	3	5	0	0	0	0	8	15
Total	4	5	4	11	9	3	6	10	52	99

Assistance From State Level

Agents were asked how adequate the assistance has been from the state level for doing urban work. They rated the assistance from specialists and supervisors, the 4-H projects, the bulletins and 4-H organization and publicity materials as extremely adequate, inadequate or not adequate at all.

Concerning assistance from specialists, 46 percent felt it was inadequate and 8 percent said it was not adequate at all. Only 8 percent rated it as extremely adequate and 38 percent as adequate (Table 63).

TABLE 63. DISTRIBUTION OF COUNTY STAFF
BY OPINIONS ABOUT ADEQUACY OF STATE LEVEL RESOURCES

Adequacy of State Level Resources	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	-----NUMBERS-----									
Specialist Assistance										
Extremely adequate	0	2	0	0	1	0	0	1	4	8
Adequate	2	2	2	7	0	0	2	5	20	38
Inadequate	1	1	1	4	7	3	3	4	24	46
Not at all adequate	1	0	1	1	0	0	1	0	4	8
Total	4	5	4	12	8	3	6	10	52	100
Supervisory Assistance										
Extremely adequate	1	2	0	1	1	0	0	1	6	11
Adequate	3	3	2	6	2	3	3	5	27	48
Inadequate	0	0	1	4	5	0	2	4	16	29
Not at all adequate	0	0	1	2	4	0	0	0	7	13
Total	4	5	4	13	12	3	5	10	56	101
4-H Projects										
Extremely adequate	0	1	0	4	0	0	1	1	7	14
Adequate	3	3	0	5	1	3	2	7	24	47
Inadequate	1	1	3	3	7	0	1	2	18	35
Not at all adequate	0	0	1	1	0	0	0	0	2	4
Total	4	5	4	13	8	3	4	10	51	100
Bulletins										
Extremely adequate	0	3	0	5	0	0	0	0	8	16
Adequate	0	1	1	3	1	3	5	4	18	35
Inadequate	2	1	2	4	7	0	1	5	22	43
Not at all adequate	1	0	1	1	0	0	0	0	3	6
Total	3	5	4	13	8	3	0	9	51	100
4-H Organizational and Publicity Materials										
Extremely adequate	0	1	0	2	0	0	0	0	3	6
Adequate	1	2	1	5	2	0	3	6	20	39
Inadequate	1	2	1	3	6	3	2	4	22	43
Not at all adequate	1	0	2	3	0	0	0	0	6	12
Total	3	5	4	13	8	3	5	10	51	100

Forty-two percent said the assistance from supervisors was inadequate or not adequate at all. Eleven percent felt it was extremely adequate, and 48 percent adequate.

With respect to 4-H projects, 35 percent rated them as inadequate, and 4 percent not adequate at all.

About half of the agents said the bulletins supplied at the state level were inadequate or not adequate at all.

4-H organizational and publicity materials were rated as least adequate; 6 percent felt they were extremely adequate, and 53 percent said they were either inadequate or not adequate at all.

Agents were asked to comment on the kinds of additional support or help they needed from the state level. Fourteen agents cited a need for increased specialist and supervisory assistance on 4-H methods and techniques (Table 64). Twelve said they need help in revising bulletins to make them more urban

TABLE 64. DISTRIBUTION OF COUNTY STAFF
BY KINDS OF RESOURCES NEEDED FROM THE STATE LEVEL

Resources Needed :	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	-----NUMBERS-----								%	
Increased specialists assistance on subject matter or project training	0	4	2	1	0	3	2	1	13	25
Assistance with publicity and promotional materials	3	2	2	2	2	0	1	1	13	25
Help in revising bulletins so they are more urban oriented	1	0	2	3	2	0	1	3	12	23
Increased specialists and supervisory assistance on 4-H methods	0	0	1	6	2	0	3	2	14	27
Total	4	6	7	12	6	3	7	7	52	100

oriented, 13 mentioned the need for assistance with publicity and promotional materials oriented to the urban areas, and 13 needed more specialists' assistance with subject matter or project training. Several typical comments were: "a state urban leader whose main responsibility is 4-H programs, a specialist to work with the 4-H urban program for teenagers, a greater variety of projects for boys, and more urban oriented projects." A common response was, "I would like to see the state office have a person on their staff to direct or supervise urban 4-H." A few agents mentioned the need for more help

with mass media in urban areas. An urban 4-H conference was mentioned by a few. Some felt the training for leaders needs to be adapted to urban people. In several counties the agents would like to have state level administrative support for doing urban 4-H work which they feel they do not now have.

When asked what difficulties they have encountered in working with state staff, 42 percent said none. However, 31 percent said supervisors and specialists don't understand the urban problem. Four agents said they were unable to get enough assistance. Two cited conflicts in scheduling activities. In several counties, staff members said most of the people at the state level have had experience only in rural areas and did not understand the urban people or the urban situation. One staff member mentioned the time required for printing new manuals and the unwillingness on the part of the state staff to use resources that exist in urban areas. One agent felt the state people do not really understand the potential of urban 4-H work.

Adaptations at County Level

When asked if they had made any adaptations of the 4-H program to the urban areas, 78 percent said they had (Table 65). Adding new projects was the most often mentioned adaptive device. Twelve agents mentioned other changes in methods or techniques. Four mentioned adding activities and four changed methods of leader training. Examples given in Nassau County were: development

TABLE 65. DISTRIBUTION OF COUNTY STAFF
BY WHETHER FEELINGS WERE ADAPTED TO URBAN AREAS

Whether 4-H was Adapted	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Mulnomah	DeKalb	Total	
	NUMBERS									%
Yes	4	5	1	10	6	1	2	7	36	78
No	0	0	0	2	1	2	4	1	10	22
Total	4	5	1	12	7	3	6	8	46	100

of community leadership training and community leader councils; projects, such as electricity, woodworking, room improvement and fabric finishing; setting up decentralized offices, hiring part-time staff, hiring local people not trained in agriculture, achievement displays in local shopping areas, teenage programs for the junior high members, using volunteer leaders for organizing, hiring co-leaders, and integrating the recreation program with the citizenship program.

In another county the staff said they adapted the soil conservation, entomology, forestry, leathercraft, small animal and rabbit projects; they also enlisted the youth's parents in locating leaders. In another county, agents sent

to other states for project manuals in fishing; they also developed a bicycle safety project, geared training of leaders to the urban type of family living, and adapted a knitting project.

Agents were asked what new projects they started in the county. Most often mentioned were handicrafts and recreational projects; also mentioned several times were automotive, natural science, physical science, business management, forestry, horticulture and safety (Table 66). Seventy-two percent

TABLE 66. DISTRIBUTION OF COUNTY STAFF
BY NEW PROJECTS STARTED IN THE URBAN AREAS

New Project Types	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	----- NUMBERS -----									%
Automotive	1	1	0	1	2	0	1	0	6	8
Handicrafts	2	3	1	4	2	0	2	3	17	22
Natural science	3	1	1	0	1	0	0	1	7	9
Physical science	0	0	1	2	1	1	1	3	9	12
Recreational	2	1	1	0	1	0	1	7	13	17
Social	0	0	0	0	2	0	1	0	3	4
Business management	0	1	0	1	3	0	0	2	7	9
Forestry and horticulture	0	1	0	2	0	1	0	3	7	9
Safety	1	1	3	1	2	0	0	1	9	12
Total	9	9	7	11	14	2	6	20	78	102

of the agents rated the new projects started as very successful, and 17 percent felt they were only fair. New projects started in one county were gun safety, dog training, leather craft and entomology. When asked what additional projects they needed, the ones most often mentioned were similar to what had been started in various areas, e. g. mechanical, handicrafts, science and social projects (Table 67).

When asked what new activities or events they started, 44 percent mentioned an educational, 28 percent recreational, and 16 percent social activity or event. Sixty-five percent felt these new activities were very successful, and only one agent felt they were unsuccessful. The types of activities mentioned were weekend camping, exchange trips, folk dancing, separate events for boys and girls, a senior girls' group, boys leaders' councils, county wide leaders banquet, leader training on a district basis, achievement night, square dance, a charm workshop for 4-H girls, a social service junior leaders' group, a spring festival, an auto contest and a county government conference.

In one county all elementary schools were invited to a spring show and dress revue. This same county was planning an exchange trip to Mexico.

TABLE 67. DISTRIBUTION OF COUNTY STAFF
BY PROJECTS NEEDED BY AGENTS IN URBAN AREAS

Project Type	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	-----NUMBERS-----									%
Mechanical	2	1	1	2	1	0	0	0	7	15
Handicrafts	1	1	0	1	0	0	0	2	5	10
Natural science	0	1	0	3	1	0	0	0	5	10
Physical science	0	1	0	2	0	0	0	1	4	8
Recreational	1	0	0	2	0	0	0	2	5	10
Business and management	1	1	0	2	2	0	1	2	9	19
Personal and social	0	1	1	2	2	1	0	1	8	17
Safety	1	0	0	1	1	0	0	2	5	10
Total	6	6	2	15	7	1	1	10	48	99

Support From Other Groups

Agents were asked how important it is to get the support of various groups. They were asked to rate the following groups: other youth, church, civic, labor, farm, school, business and city governments. Other youth groups were rated as extremely important by 13 percent and important by 52 percent. Support by church groups was considered extremely important by 28 percent and important by 53 percent.

For labor groups, 21 percent thought it was extremely important and 41 percent important to have their support. For farm organization support, 19 percent said it was extremely important and 32 percent important.

One half or more of the agents felt it was extremely important to get the support of school, government, civic, and business groups (Table 68).

Success of 4-H in Urban Areas

When asked how successful they have been in developing an urban 4-H program, 21 percent of the agents rated their program as very successful, 19 percent as successful, 48 percent as fair, and 12 percent as unsuccessful (Table 69).

In one county the typical responses were "we have been successful as evidenced by the large growing enrollment and financial support received." Another agent in the same county said, "a number of boys' clubs I have organized are progressing fairly well, but at 11 organizational meetings in the schools in the past two months it was disappointing since only 3 boys' clubs were organized." Another said, "it is as good as could be expected. I doubt if anyone could have done better in meeting the transition without any outside help, not even state help."

TABLE 68. DISTRIBUTION OF COUNTY STAFF BY OPINIONS
ABOUT IMPORTANCE OF OBTAINING THE SUPPORT OF RELEVANT GROUPS
IN DOING URBAN 4-H WORK.

Importance of Relevant Groups' Support	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	%
	----- NUMBERS -----									
Other Youth Groups										
Extremely important	2	0	0	1	0	1	1	2	7	13
Important	1	2	2	8	6	2	2	6	29	52
Not very important	2	3	1	6	2	0	2	1	17	30
Not important at all	0	0	1	1	0	0	1	0	3	5
Total	5	5	4	16	8	3	6	9	56	100
Church Groups										
Extremely important	0	2	2	4	1	0	3	4	16	28
Important	2	3	2	7	7	2	1	6	30	53
Not very important	2	0	0	5	0	1	2	0	10	18
Not important at all	1	0	0	0	0	0	0	0	1	2
Total	5	5	4	16	8	3	6	10	57	101
Civic										
Extremely important	2	5	2	7	4	0	4	8	32	56
Important	3	0	2	9	4	2	2	1	23	40
Not very important	0	0	0	0	0	0	0	1	1	2
Not important at all	0	0	0	0	0	1	0	0	1	2
Total	5	5	4	16	8	3	6	10	57	100
Labor Groups										
Extremely important	1	2	0	0	1	1	1	0	6	11
Important	2	2	1	6	5	2	2	2	22	41
Not very important	2	1	2	2	2	0	3	2	14	26
Not important at all	0	0	1	7	0	0	0	4	12	22
Total	5	5	4	15	8	3	6	8	54	100
Farm Organizations										
Extremely important	2	2	0	0	1	0	2	3	10	19
Important	3	1	1	1	4	1	2	4	17	32
Not very important	1	2	2	5	3	1	2	2	18	34
Not important at all	0	0	1	7	0	0	0	0	8	15
Total	6	5	4	13	8	2	6	9	53	100
Schools										
Extremely important	2	5	4	14	4	0	6	9	44	75
Important	4	0	0	2	4	3	1	1	15	25
Not very important	0	0	0	0	0	0	0	0	0	0
Not important at all	0	0	0	0	0	0	0	0	0	0
Total	6	5	4	16	8	3	7	10	50	100

Table 68. (Continued)

Importance of Relevant Groups' Support	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	-----NUMBERS-----								%	
Businessmen										
Extremely important	3	4	3	4	3	1	2	9	29	50
Important	3	1	1	12	5	2	4	1	29	50
Not very important	0	0	0	0	0	0	0	0	0	0
Not important at all	0	0	0	0	0	0	0	0	0	0
Total	6	5	4	16	8	3	6	10	58	100
City Government										
Extremely important	3	4	4	13	3	1	4	8	40	68
Important	1	1	0	3	4	2	3	2	16	27
Not very important	1	0	0	0	1	0	0	0	2	3
Not important at all	1	0	0	0	0	0	0	0	1	2
Total	6	5	4	16	8	3	7	10	59	100

In another county, an agent said that they had been successful in keeping the program going but not very successful in expanding it. Another agent in the same county said they had a long way to go, but they are just getting started.

In still another county several of the agents said 4-H is really just getting started in terms of its potential in the urbanized areas.

Stating a specific criterion, another agent said, "if the measure of success is based on past 4-H records in the state and this county, 4-H is very successful; if compared to that of Scouts and other youth groups, we have not started." Hence, the general feeling of agents in these urban areas is that they have had some degree of success but they have really only started to scratch the surface as far as potential members are concerned.

TABLE 69. DISTRIBUTION OF COUNTY STAFF
BY SUCCESS IN DEVELOPING AN URBAN 4-H PROGRAM

Degree of Success	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	-----NUMBERS-----								%	
Very successful	1	1	1	3	2	0	0	1	9	21
Successful	1	0	1	1	0	2	0	3	8	19
Fair	2	2	1	7	1	1	2	4	20	48
Unsuccessful	0	1	0	2	1	0	0	1	5	12
Total	4	4	3	13	4	3	2	9	42	100

Changes Needed to Develop Urban 4-H

The major changes needed to develop 4-H were in the area of personnel and training. Fourteen staff members indicated a need for additional staff members trained in mass media methods, 13 wanted more specialized staff to work in the urban areas, 19 said there is a need for additional staff training in methods and techniques of doing urban work, 14 mentioned more urban oriented publicity, and 10 saw a need for better coordination with schools and other youth organizations (Table 70). Better training for lay leaders was suggested by 9 staff members.

TABLE 70. DISTRIBUTION OF COUNTY STAFF
BY CHANGES NEEDED FOR EFFECTIVE URBAN EXTENSION PROGRAM.

Changes Needed	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total	
	-----NUMBERS-----									%
Additional staff trained in mass media methods	0	2	0	7	4	0	1	0	14	16
More specialized staff	0	0	0	8	4	0	1	0	13	15
Better training for lay leaders	1	2	0	1	0	0	1	4	9	10
Additional staff training for urban work	1	9	2	1	2	0	2	2	19	22
More intensive use of urban oriented publicity	1	0	2	1	1	2	4	3	14	16
Additional financial support	0	0	0	0	1	0	0	1	2	2
Better coordination with school--youth and other agencies	2	2	4	0	0	0	2	0	10	11
Additional projects or activities	3	0	0	0	0	2	0	2	7	8
Total	8	15	8	18	12	4	11	12	88	100

In one county, 7 staff members said they needed additional county personnel, and 8 mentioned more specialized personnel. Typical comments received in this county were: "there needs to be an urban Extension administration at both national and state levels who have an urban background and interest." Also, "urban 4-H agents should be youth workers, not trained in agriculture." Another said there's need for assistant state leaders for urban 4-H club work. One agent felt a need to exclude rural from the releases for publicity. Another

said the Extension service should hire more personnel with an urban background in fields such as automotive, radio, photography and the sciences.

In another county, the following changes were suggested: An attitude change at the state level about urban work; agents must receive more social science training, change their philosophy from the traditional to the dynamic, need more specialization. County boundaries should be eliminated to bring about inter-county cooperation; have a regional agent in 4-H; learn how to work with the organized professional groups, such as chamber of commerce, garden clubs, etc. rather than organizing more groups. The annual conference should be devoted to urban work, and a better understanding of the urban population should be gained.

In another county, the major item mentioned was the need for Extension organization to be highly adaptable to the urban environment so that a program is developed to fit the needs of the urban youth. In this county, there were 326 organizations, which means a highly competitive environment. Some agents felt they were burdened with traditional 4-H activities. One person mentioned the need for a different program for the urban areas with perhaps two sets of leader guides, one for rural and one for urban. Another person felt there is a need to evaluate their community club organization as it fits into the social organization of the city. Several agents said the farm image of 4-H must be changed and the literature become more urban oriented.

In another county, the staff again mentioned the need for national leadership oriented to urban 4-H club work, a need for more qualified adult leaders, need for an optimum number of agents per members, need to reorganize the member's council, need to approach the public schools from a different point of view, allow more 8 to 9 year old youth to enroll, simplify the enrollment requirements, have an agent specialized in mass media publicity, more specialization of staff, work more with low income people, and put less emphasis on 4-H as a structural organization. Other counties had similar comments.

Hence, the staff members feel there is a need to change some of the traditional practices and procedures in 4-H, the extension staff members at all levels need to become better trained and committed to urban 4-H work, and that the image people hold of 4-H must be changed from that of a rural to a more urban orientation.

Summary

Almost all agents majored in college in agriculture or home economics. About half had been 4-H members and over half were reared on a farm. The professional organizations to which staff members belong are those of the Extension organization. Most agents feel a need for more training in the social sciences and a greater understanding of the urban society.

Agents were critical of the assistance and resources received from state and national offices in the organization. They were aware of the competitive and complex environment from which members and leaders had to be recruited, a contrast with the rural counties.

Although agents felt they should cooperate to a greater extent with other youth groups, they felt they were evaluated on the criteria of organizing more 4-H clubs and increasing 4-H membership. Hence, they placed priority on this task.

Although agents in these urban areas had made some adaptations in projects and in methods of organizing and teaching, they were generally in agreement that 4-H would attract a significant number of urban youth only if the organization, program and personnel become more symbolic of the urban culture.

4-H URBAN LEADERS

Introduction

The success of 4-H club work in urban areas is dependent upon recruiting local volunteers who possess the interest and skills to assist professional staff in organizing clubs and teaching boys and girls. In most cases, these adults must be motivated to voluntarily contribute their time and skills to working with youth. An understanding of leaders' motivational patterns, their socio-economic status, and their perceptions of the program, is basic to understanding 4-H in urban areas.

Information was obtained about the socio-economic status of the leaders, their length of experience in urban areas, their participation in the activities of the Cooperative Extension Service, their motivation for assuming leader responsibilities, their qualifications as a leader, their evaluation of the 4-H program and their suggestions for needed changes. Leaders are one important supporting public to the 4-H program in urban areas. They are intimately involved with members and are the major target group for the 4-H agent's program. Hence, they are in a strategic position to evaluate the organization as it functions in the city. It is expected that these leaders would be recruited from higher socio-economic status groups, that they will see 4-H as an educational program, and that they are motivated to be leaders because of their children. Leaders would be expected to vary in their commitment and loyalty to 4-H depending upon interests of their children, their past experiences with 4-H, and their interest in agriculture or home economics.

Information was obtained from a sample of 4-H leaders in each of the 8 areas. The numbers of leaders interviewed ranged from 13 each in Portland city and DeKalb county to 72 in Nassau county (Table 71). Sixty were interviewed in Kalamazoo, 21 in Denver, 25 in Jefferson, 25 in Jackson and 41 in Multnomah, for a total of 270. This represents about 10 percent of the total

TABLE 71. 4-H LEADERS IN STUDY AREAS INTERVIEWED

Study Area	No. of leaders in county or city	No. of leaders interviewed	Percent of total leaders interviewed
Kalamazoo	600	60	10
Denver	160	21	13
Jefferson	270	25	9
Nassau	771	72	9
Jackson	298	25	8
Portland	294	13	4
Multnomah	269	41	15
DeKalb	52	13	25

leaders. It was extremely difficult to obtain an accurate count of leaders since the turnover was rapid and criteria for leadership lacked uniformity between the areas. The leaders of those clubs selected for the member sample were the ones included in the study. Since the member sample was restricted to the urban areas of the counties which have a mixture of rural and urban, all leaders interviewed were from clubs in urban areas. Although all clubs had junior leaders except those in DeKalb county, the junior leaders were not included in the sample. The leaders were usually those with project responsibilities. Leaders filled out a questionnaire in a group situation at the same time the members did. A few leaders who were not at the meeting mailed the completed schedules to the researchers. Almost all information was collected in homes, school or the extension office.

Only 42, or slightly over 15 percent of these leaders were men.

4-H Leader Tenure

These leaders varied considerably in the number of years they have been 4-H leaders. The leaders with one year or less experience ranged from 15 percent in Portland to 61 percent in DeKalb. Relatively few had more than six year's experience, indicating a rapid turnover of leaders in most areas (Table 72).

TABLE 72. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY YEARS SERVED AS LEADER

Years	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
One or less	48	52	32	31	56	15	19	61
Two	12	14	28	17	8	15	17	0
Three	8	5	4	14	12	23	20	15
Four	13	5	4	12	4	8	15	8
Five	12	5	12	7	0	8	10	0
Six or more	7	20	20	18	20	31	19	16
Total percent	100	101	100	99	100	100	100	100
No. of leaders	60	21	25	72	25	13	41	13

Years in Community

From 38 to 69 percent of these leaders lived in their present community less than 10 years. On the other hand, the proportion who lived in their community 20 or more years ranged from 8 in Nassau to 32 in Jackson (Table 73).

TABLE 73. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY YEARS LIVED IN PRESENT COMMUNITY

Years	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	----- PERCENT -----							
0 - 9	42	38	44	53	44	62	39	69
10 - 19	35	52	40	40	24	15	37	23
20 or more	23	10	16	8	32	23	24	8
Total percent	100	100	100	101	100	100	100	100
No. of leaders	60	21	25	72	25	13	41	13
Average number of years	14	10	14	11	15	11	16	13

Previous Place of Residence

Leaders were asked where they lived before they moved to their present residence. Most of them either lived in another part of the city or in another city. Only a few moved from a farm to their present residence--in fact, their previous place of residence is more likely to be another city (Table 74).

TABLE 74. PERCENT DISTRIBUTION OF 4-H LEADERS
BY PREVIOUS RESIDENCE

Previous Residence	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	----- PERCENT -----							
Another part of this city	49	43	18	29	16	36	36	33
Another city	13	43	45	50	28	36	18	33
Small town or village	15	5	18	17	20	18	13	25
Open country (not farm)	7	0	0	1	0	0	8	8
On a farm	7	5	14	0	24	0	13	0
Lived here all my life	9	5	5	3	12	9	13	0
Total percent	100	101	100	100	100	99	101	99
Number of leaders	55	21	22	72	25	11	39	12

Experience and Background

Farm Experience

The proportion of leaders who lived on a farm at one time differed considerably from one area to the other. Only 14 percent of the leaders in Nassau county compared with 88 percent of those in Jackson county had lived on a farm. In 5 of the 8 areas, more than half of the leaders had lived on a farm at one time (Table 75). In the United States about 30 percent of the adult population was farm reared but now live in a city. These leaders are over represented by those with farm experience.

TABLE 75. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY WHETHER THEY EVER LIVED ON A FARM

Previous Farm Residence	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Yes	60	62	56	14	88	42	85	31
No	40	38	44	86	12	58	15	69
Total percent	100	100	100	100	100	100	100	100
No. of leaders	58	21	25	72	25	12	40	13

4-H Experience

Leaders were also asked whether they had ever been 4-H members. The range was from 7 percent in Nassau to 44 in Multnomah, so that in all areas fewer than half of the leaders had been 4-H members (Table 76).

TABLE 76. PERCENTAGE DISTRIBUTION OF URBAN 4-H LEADERS
BY WHETHER OR NOT THEY WERE EVER 4-H MEMBERS

Experience as 4-H Member	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Yes	25	29	32	7	40	38	44	38
No	75	71	68	93	60	62	56	62
Total percent	100	100	100	100	100	100	100	100
No. of leaders	60	21	25	71	25	13	41	13

Number of Children

Most of the leaders had 2, 3 or 4 children. Thirty-one percent in DeKalb county and 23 percent in Portland had none, but these leaders were usually unmarried school teachers (Table 77).

TABLE 77. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY NUMBER OF CHILDREN

Number of Children	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
None	7	5	0	6	16	23	2	31
One	8	10	0	10	8	15	7	15
Two	27	33	36	37	20	15	27	23
Three	30	24	32	22	16	23	34	15
Four	18	19	12	14	16	0	20	8
Five or more	10	10	20	11	24	23	11	8
Total percent	100	101	100	100	100	99	101	100
No. of leaders	60	21	25	72	25	13	41	13

Religious Preference

Leaders were not representative of the church membership distribution in their areas. They were overrepresented by the Protestant faiths. Except in Nassau county, the range was from 67 to 100 percent Protestants. Catholics were usually underrepresented among 4-H leaders; one-third of the leaders in Nassau county and Portland expressed a Catholic preference. The only area with Jewish leaders was Nassau county, with 34 percent being Jewish, (Table 78). This was also the only area with Jewish staff members.

Education

A relatively small proportion of the leaders had not completed high school. In 4 of the 8 areas, over half of the leaders had more than high school education. Hence, these leaders generally had more schooling than the average urban adult (Table 79). The high proportion of college educated leaders in DeKalb county is a function of teachers serving as leaders.

TABLE 78. DISTRIBUTION OF 4-H LEADERS
AND THE POPULATION OF THE STUDY AREAS BY RELIGIOUS PREFERENCE¹

Religious Preference	Kalamazoo		Denver		Jefferson		Nassau		Jackson		Portland		Multnomah		DeKalb	
	Leaders	Total Pop.	Leaders	Total Pop.	Leaders	Total Pop.	Leaders	Total Pop.	Leaders	Total Pop.	Leaders	Total Pop.	Leaders	Total Pop.	Leaders	Total Pop.
----- PERCENT -----																
Protestant	95	81	71	54	92	71	31	29	84	65	67	64	79	62	100	83
Catholic	5	18	24	39	8	29	33	45	4	27	33	33	21	33	0	2
Jewish	0	2	0	8	0	0	34	26	0	8	0	3	0	4	0	15
Other	0	0	5	0	0	0	1	0	12	0	0	0	0	0	0	0
Total percent	100	101	100	101	100	100	99	100	100	100	100	100	100	100	100	100
Number of leaders	59		21		25		70		25		12		39		12	

¹"Churches and Church Membership in the U. S. A.", Series D, National Council of the Churches of Christ in the U. S. A., Bureau of Research and Survey, New York, New York, 1957 was source of information for the church memberships in the urban county or city.

²Percentage Distribution of total church memberships in the county; for other study areas, total population refers to county or city except for Multnomah County which excludes Portland City.

TABLE 79. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY NUMBER OF YEARS OF FORMAL EDUCATION

Years of Schooling	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Less than 12	21	5	20	7	28	25	23	17
Twelve	53	35	24	40	40	42	48	0
13 or more	27	60	56	54	32	33	27	83
Total percent	101	100	100	101	100	100	98	100
No. of leaders	55	20	25	65	25	12	40	12

Occupation

All except 11 of the 42 men were white collar workers. Two of these men were farmers in Jackson county and the others were skilled laborers.

Women were asked for their husband's occupation. A fairly high percentage were white collar workers. The proportion of professional people ranged from 9 percent in Multnomah county to 83 percent in DeKalb, the latter group being primarily teachers. Skilled workers among these leader families ranged from 11 percent in Denver to 49 percent in Kalamazoo. Kalamazoo and Jackson counties had a higher proportion of blue collar leaders than any other area (Table 80). In five of the 8 areas, more than half of the female leaders' husbands had white collar occupations.

TABLE 80. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY HUSBAND'S OCCUPATION

Husband's Occupation	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Professional	13	32	32	30	21	30	9	83
Farmer	2	0	16	0	7	0	15	0
Managers, Officials, Proprietors, etc.	7	47	11	30	0	20	15	0
Clerical and Sales	9	11	21	14	7	10	15	0
Craftsmen and Foremen	49	11	16	15	36	20	24	17
Operatives	13	0	5	7	14	10	16	0
Private Household	0	0	0	0	0	0	0	0
Service Worker	4	0	0	2	0	10	3	0
Laborer	2	0	0	2	14	0	3	0
Total percent	99	101	101	100	99	100	100	100
No. of leaders	45	19	19	59	14	10	34	6

The proportion of women leaders who worked outside their homes ranged from 20 percent in Portland to 62 percent in DeKalb county, the latter being all teachers. All except 13 of the female leaders who worked outside the home had white collar occupations.

Income

When asked about their family income, the proportion who had yearly incomes of \$10,000 or more ranged from 8 percent in Multnomah to 53 percent in Nassau county. Only a few leaders had less than \$4,000 yearly income (Table 81). In general, these leaders came from above average income families.

TABLE 81. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY FAMILY INCOME

Family Income (per year)	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	----- PERCENT -----							
Less than \$4,000	4	0	0	7	0	0	15	0
\$4,000 - 5,999	38	6	12	4	17	25	31	23
\$6,000 - 7,999	37	17	28	14	17	33	25	38
\$8,000 - 9,999	8	28	32	21	48	25	21	15
\$10,000 or more	13	50	28	53	17	17	8	23
Total Percent	100	101	100	99	99	100	100	99
No. of leaders	52	18	25	70	23	12	39	13

Participation in Other Youth and Adult Groups

Leaders were asked if they now are or had been a leader in a youth organization other than 4-H. The proportion who were leaders in one or more youth organizations ranged from 49 percent in Multnomah county to 69 percent in DeKalb. In most of the areas studied, about 60 percent of the leaders had been leaders in other youth organizations.

The youth organizations in which leaders most likely participated were the Scouts and the church (Table 82). They were more likely to have been leaders in the Scouts than in the church. A few were leaders in Little League, Campfire Girls, and Y groups.

The organizations in the community to which these leaders most likely belong were the church and the PTA (Table 83). The proportion who belonged to a professional group varied from 5 percent in Multnomah to 62 percent in DeKalb, primarily because the latter were teachers. From 55 to 77 percent in each area belonged to a church and from 60 to 80 percent to a PTA, undoubtedly because most leaders had children of school age.

TABLE 82. PERCENT OF 4-H LEADERS
WHO WERE LEADERS IN OTHER YOUTH GROUPS

Youth Group	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
None	47	43	36	47	36	46	51	31
Scouts	17	14	28	32	32	29	32	15
Church	12	14	8	6	12	14	10	23
Little League	5	0	0	1	0	0	0	0
Campfire Girls	0	10	4	0	0	14	0	0
Y groups	0	0	0	0	0	0	0	0
Scouts and Church	12	10	12	6	16	29	2	0
Little League and Cub Scouts	3	0	0	0	0	0	0	23
Others	3	10	12	8	4	14	5	8
Total Percent	99	101	100	100	100	100	100	100
No. of leaders	59	21	25	72	25	7	14	13

When a score of one was given to each leader for each organization belonged to, the proportion belonging to 5 or more ranged from 18 percent in Kalamazoo to 62 percent in DeKalb (Table 84). Hence, most of these leaders were not only members of several community organizations but also had experience as leaders in other youth groups.

TABLE 83. PERCENT OF 4-H LEADERS
BELONGING TO SPECIFIC ORGANIZATIONS.

Organization	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
Civic	25	33	54	47	40	38	13	38
Professional	7	29	24	21	12	8	5	62
Farm	7	5	12	1	8	0	17	15
Recreational	22	38	36	29	24	31	41	8
Church	60	76	60	61	72	77	55	77
School P. T. A.	60	71	68	69	80	77	73	77
Charitable or Welfare	18	24	20	28	16	15	12	15
Veterans	2	5	12	8	0	0	2	0
Other	8	0	12	15	16	8	7	8
No. of leaders	60	21	25	72	25	13	41	13

TABLE 84. PERCENTAGE DISTRIBUTION OF LEADERS
BY NUMBER OF COMMUNITY ORGANIZATIONS BELONGED TO

Number of Organizations	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
0	12	14	4	1	4	23	8	16
1-3	55	24	36	44	40	23	39	8
4-6	27	33	40	49	48	38	39	30
7 or more	7	29	20	6	8	15	14	46
Total Percent	101	100	100	100	100	99	100	100
No. of leaders	60	21	25	71	25	13	41	13

Participation in Extension Service

Leaders were asked about various ways in which they might have participated in the Extension Service. From 37 percent in Kalamazoo to 68 percent in Jefferson had attended a meeting conducted by Extension in the past year (Table 85)

TABLE 85. PERCENT OF 4-H LEADERS PARTICIPATING IN EXTENSION

Methods	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Meetings	37	43	68	56	60	54	59	54
Office visits	40	43	80	54	76	46	71	31
Belong to extension Homemakers club	14	24	24	29	24	23	39	8
Radio, TV, or read an article	75	81	76	80	84	92	85	77
Received information through mail	58	71	88	76	84	54	78	46
No. of leaders	57	21	25	70	25	13	41	13

From 31 percent in DeKalb to 80 percent in Jefferson had visited the Extension office. The percentage who belonged to an Extension homemakers club ranged from 8 percent in DeKalb to 39 percent in Multnomah.

A high proportion in all areas had listened to an Extension radio or TV program or read an article written by an Extension person, ranging from 75 percent in Kalamazoo to 92 percent in the city of Portland.

Those who received information by mail from Extension in the past year ranged from 46 percent in DeKalb to 88 percent in Jefferson County.

Leaders were then given one point for each of the five ways in which they might have participated in Extension. There was considerable variation within the areas and between areas. The percentage who participated in all five ways in Extension ranged from 0 percent in DeKalb County to 26 percent in Nassau County (Table 86).

TABLE 86. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY NUMBER OF METHODS OF PARTICIPATION IN EXTENSION

Number of Methods	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
None	23	10	8	11	4	8	12	23
One	18	14	0	22	8	15	5	15
Two	17	33	20	8	8	31	12	23
Three	15	0	16	16	28	8	17	8
Four	17	29	32	15	32	23	17	31
Five	10	14	24	26	20	15	27	0
Total Percent	100	100	100	98	100	100	100	100
No. of leaders	60	21	25	72	25	13	41	13

Motivation for Leadership

Leaders were asked if they have or did have children in 4-H. With the exception of DeKalb County, a fairly high percentage of the leaders had children in 4-H ranging from 69 percent in the city of Portland to 92 percent in Kalamazoo (Table 87). However, in DeKalb County only 15 percent had children in 4-H primarily because they were unmarried teachers. In each area, a few more leaders did have children in 4-H at one time but don't now. Except for DeKalb County teachers, almost all leaders had children with 4-H experience.

Whether being a leader is a result of children being in 4-H or vice versa is not explained by these findings--probably both are true but from observations made while gathering data, it seems as if parents are recruited more often after the child has expressed an interest in 4-H.

TABLE 87. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY CHILDREN IN 4-H

Children in 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Yes	92	71	88	89	80	69	78	15
No, but did	2	14	12	10	4	23	10	15
No, never	7	14	0	1	16	8	12	69
Total Percent	101	99	100	100	100	100	100	99
No. of leaders	59	21	25	72	25	13	41	13

When asked who was the person most influential in their becoming leaders, their own children were mentioned most often, except among the school leaders in DeKalb County (Table 88). Other 4-H leaders were mentioned quite often, especially by leaders in Kalamazoo and Multnomah. Extension staff were mentioned by a few leaders in DeKalb County and by a few in other areas. Parents and other 4-H members were seldom mentioned. School principals were most influential with leaders in DeKalb.

TABLE 88. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY SOURCE INFLUENCING THEIR BECOMING LEADERS

Influence Source	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
My children	67	81	76	62	68	85	58	20
Other 4-H leaders	24	5	8	15	5	0	26	0
Other 4-H members	2	0	0	3	14	0	0	0
Extension staff	2	10	4	14	5	0	3	30
Parents	0	0	8	1	5	8	0	0
Other	5	5	4	4	0	8	13	50
Total Percent	100	101	100	99	97	101	100	100
No. of leaders	58	21	25	71	21	13	38	10

Leaders were asked to complete the question "I became a 4-H leader because . . ." Again the response most often given was "because of my children" (Table 89). Approximately one-third to one-half in any area except DeKalb

County gave this reason. The leaders in DeKalb most often mentioned "I was asked or drafted for the job," probably by the school principal. Several leaders in each area mentioned that the club needed their help or they enjoyed teaching or helping youth. A few leaders in Nassau, Jackson and DeKalb mentioned their own desire as being the chief reason for becoming a leader.

These motivations for being a leader have multi-dimensions. For example, a leader could be motivated to serve because of her children and at the same time because the club needed her help.

TABLE 89. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY MOTIVATION FOR BEING LEADERS

I became a 4-H leader because...	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	----- PERCENT -----							
My children	52	40	36	55	29	31	46	0
I was asked or drafted	11	10	8	1	0	8	5	33
Club needed help	12	20	24	8	24	15	15	0
Enjoy teaching or helping youth	9	10	20	10	5	23	17	17
My skills or experience helps club	4	5	0	0	5	15	10	17
4-H benefits the children	0	5	8	8	14	0	5	0
I wanted to	0	0	0	14	24	0	0	25
Other	12	10	4	3	0	8	2	8
Total Percent	100	100	100	99	101	100	100	100
No. of leaders	56	20	25	11	21	13	41	13

When asked if they had helped organize the club in which they are now a leader, more than half said they did, except in Kalamazoo.

Participation in 4-H is a relatively new experience for most of these leaders. From 20 to 71 percent in each area knew nothing about 4-H before they assumed leader responsibilities. This is related to the fact that a minority had been 4-H members themselves. Most leaders said they had a favorable image of 4-H before becoming a leader and several had perceived it as a farm or educational organization.

Perceptions and Attitudes

Purpose and Value of 4-H

Most leaders felt there was a difference between 4-H and other organizations serving youth. When asked what that difference was, responses

most often given were that 4-H is more educational and more practical (Table 90). Several leaders also mentioned that 4-H differs from others in the way it is organized and that 4-H teaches understanding of a more fundamental nature than other youth groups. A few leaders mentioned a larger selection of projects, the projects taught are different, 4-H is less expensive, and more state and county assistance is available in 4-H.

TABLE 90. PERCENTAGE DISTRIBUTION OF 4-H LEADERS BY DIFFERENCE PERCEIVED BETWEEN 4-H AND OTHER YOUTH ORGANIZATIONS

Differences	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
4-H is more educational	29	29	22	28	30	25	9	12
4-H is more practical	18	53	39	13	4	25	31	0
Larger selection of Projects in 4-H	16	0	4	9	4	0	25	12
Way in which organized	8	0	22	17	26	0	9	25
Project training	8	0	0	9	13	0	0	0
4-H teaches understanding	8	6	4	11	17	25	22	25
Less expensive in 4-H	3	0	4	0	0	0	3	0
More state and county assistance for 4-H	3	0	0	0	0	0	0	0
Other	8	12	4	13	4	25	0	25
Total Percent	101	100	99	100	98	100	99	99
No. of leaders	38	17	23	64	23	8	32	8

The majority of leaders perceived the purposes of 4-H as teaching skills to young people or the more general objective of development of young people for adulthood (Table 91). Several leaders also mentioned citizenship development and teaching youth how to work and get along with others. A few mentioned that 4-H creates an interest in bettering the community among young people or that it gives young people something to do.

TABLE 91. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY PERCEIVED PURPOSE OF 4-H

Purpose	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
Help young people to	-----PERCENT-----							
learn about how to								
do things	35	30	8	30	40	46	46	36
Development of young								
people for								
adulthood	21	30	46	32	44	15	28	27
Citizenship								
development	17	25	12	28	8	15	2	27
Learn how to								
work together	15	5	8	6	4	15	17	0
Create an interest in								
bettering the com-								
munity among								
young people	4	5	12	1	0	0	0	0
Give young people								
something to do	0	0	12	0	0	0	7	0
Others	7	5	0	3	4	8	0	9
Total Percent	99	100	98	100	100	99	100	99
No. of leaders	52	20	24	69	25	13	41	11

According to these leaders, the most important components of 4-H are the projects, the development of leadership or citizenship responsibilities among youth, and learning manual skills. Learning of group skills by working with other boys and girls was also mentioned quite often (Table 92). A few leaders considered the activities as most important. Undoubtedly these leaders view the projects and skills developed by conducting these projects as the core of 4-H.

Leaders were also asked to indicate the least important part of 4-H. From 17 to 50 percent of the leaders in each area said "nothing" was least important, but a few mentioned the recreation, games and parties (Table 93). A few other leaders felt the meetings and activities other than projects were relatively unimportant. Prizes and judging were also mentioned.

TABLE 92. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY PERCEPTION OF THE MOST IMPORTANT PART OF 4-H WORK

Most Important	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Projects	24	15	28	17	32	31	10	33
Developing leaders and citizenship	24	30	20	18	20	23	25	42
Learning skills of working with others	18	10	16	31	8	8	28	0
Learning manual skills	22	20	28	22	16	23	22	8
Activities	6	15	4	0	0	0	0	0
Everything	2	5	0	2	8	8	8	8
Other	2	5	4	11	16	8	8	8
Total Percent	98	100	100	101	100	101	101	99
No. of leaders	49	20	25	65	25	13	40	13

TABLE 93. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY PERCEPTION OF THE LEAST IMPORTANT PART OF 4-H WORK

Least Important	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Paper work and reports	4	0	0	2	0	11	14	0
Recreation - games and parties	32	40	28	7	5	0	14	0
Meetings	12	10	6	5	5	22	23	0
Lack of members' interest	8	0	0	2	16	0	0	0
Prizes and judging	4	0	22	14	11	11	5	33
Activities other than projects	4	10	11	0	5	11	14	0
Nothing is least	28	20	17	49	47	33	18	50
Other	8	20	17	21	11	11	14	17
Total Percent	100	100	101	100	100	99	102	100
No. of leaders	25	10	18	43	19	9	22	6

Leaders were asked to rate various opportunities in 4-H on how valuable they were in one of four categories: "very valuable," "quite valuable," "not very valuable," or "of no value at all." The 4-H opportunities rated most valuable or beneficial were: to make some new and different things, to be able to learn some new and different things, and to be able to work with the boys and girls on group activities. All of these opportunities were rated as "very valuable" by over 50 percent of the leaders in all areas (Table 94). The opportunities to meet new friends, to teach other boys and girls things they learned in 4-H, to lead other boys and girls in doing different things and to work on community projects were rated "very valuable" by about half the leaders in each area.

TABLE 94. PERCENT OF URBAN 4-H LEADERS PERCEIVING 4-H OPPORTUNITIES AS "VERY VALUABLE"

Opportunities in 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
To make some new and different things	80	71	50	69	64	62	51	92
To be able to learn some new things	82	95	74	81	72	62	67	76
To be able to work with boys and girls on group activities	71	71	84	72	80	69	78	76
To meet new and inter- esting friends	62	43	36	58	68	54	78	46
To be able to teach other boys and girls things they learned in 4-H	48	38	56	61	64	54	56	58
To lead other boys and girls in doing different things	50	47	60	56	72	46	67	46
To have the opportunity to work on community club projects	45	50	46	41	56	62	44	69
To be able to travel and visit a lot of new places	41	29	48	44	28	31	41	31
To be able to participate in games and sports	33	14	4	25	20	15	15	23
To be able to earn some additional money	26	5	13	17	20	23	10	38
To be able to win some prizes	19	14	12	10	24	17	15	58
No. ¹ of leaders	54-56	19-21	23-25	68-72	25	12-13	39-41	12-13

¹Range in number of respondents for most areas is given because a few did not answer selected items.

The opportunities to travel and visit a lot of new places, to participate in games and sports, to earn some additional money, and to win some prizes were rated relatively low in all areas. These leaders regarded the educational opportunities and group experiences as most valuable.

When asked what image their friends have of 4-H, approximately 75 to 90 percent of the leaders said their friends have a favorable image of 4-H. Only in DeKalb County did almost half the leaders say their friends had no interest in 4-H or that they saw it as a farm youth organization. At least a few leaders in each area said their friends considered 4-H for farm children.

Leaders were also asked how the youth of the community would rate 4-H in terms of its prestige. From 45 to 79 percent of the leaders in each area said the youth of the community would place it in the top group (Table 95). Most of

TABLE 95. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY PERCEPTIONS OF PRESTIGE LEVEL
OF 4-H AMONG YOUTH OF THE COMMUNITY

Prestige Level	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Top group	73	45	79	52	63	77	50	56
Next to top	24	50	21	39	29	23	25	44
Next to bottom	3	5	0	7	4	0	18	0
Bottom group	0	0	0	1	4	0	8	0
Total Percent	100	100	100	99	100	100	101	100
No. of leaders	49	20	24	69	24	13	40	9

the others said they would place it next to the top, but a few placed 4-H next to the bottom or in the bottom group. Undoubtedly these ratings are primarily projections of the leaders' own attitudes rather than the ratings of most youth in the community.

Training of 4-H Leaders

The proportion of leaders who said they had received training in the past year for leadership responsibilities ranged from 23 percent in Portland to 69 percent in Nassau County (Table 96).

TABLE 96. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY WHETHER THEY RECEIVED TRAINING IN PAST YEAR

Received Training	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Yes	32	40	60	69	38	23	65	30
No	68	60	40	31	62	77	35	70
Total Percent	100	100	100	100	100	100	100	100
No. of leaders	57	20	25	70	21	13	40	10

The Extension office sends written materials to leaders as one method of training them for their responsibilities and keeping them informed. The proportion of leaders who read all the material sent to them ranged from 40 percent in Jackson to 77 percent in Portland (Table 97). Almost all leaders said they read at least half of the mailed materials.

TABLE 97. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY AMOUNT OF EXTENSION'S MATERIAL READ

Written Material Read	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
All material	59	48	56	43	40	77	46	50
Most of material	34	48	40	49	56	23	51	33
About half	3	5	4	4	4	0	2	17
Small part	2	0	0	4	0	0	0	0
None	2	0	0	0	0	0	0	0
Total Percent	100	101	100	100	100	100	99	100
No. of leaders	58	21	25	70	25	13	41	6

Several kinds of problems were mentioned by these 4-H leaders. The problems most often mentioned were lack of project knowledge, lack of parent cooperation, keeping members interested, and finding time to do what they would like to do. Several said they have difficulty in encouraging the members to complete their projects.

When asked what kinds of training they would like to have, most suggestions related to training in specific projects. A few mentioned 4-H organization and policies.

Satisfaction of 4-H Leaders

The leaders generally indicated a fairly high degree of satisfaction with their overall club experience (Table 98). The percentage of leaders who said they were very satisfied ranged from 20 percent in DeKalb County to 71 percent in Jackson County. Relatively few expressed dissatisfaction.

TABLE 98. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY SATISFACTION WITH 4-H CLUB EXPERIENCE

Degree of Satisfaction	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
Very satisfied	49	68	50	68	71	62	68	20
Quite satisfied	37	21	46	26	21	38	27	50
So-so	11	5	0	4	4	0	2	20
Not very satisfied	3	5	4	1	4	0	2	10
Not satisfied at all	0	0	0	0	0	0	0	0
Total Percent	100	99	100	99	100	100	99	100
No. of leaders	57	19	24	72	24	13	41	10

When asked how satisfied they were with the 4-H projects, the proportion who were very satisfied ranged from 22 percent in DeKalb County to 62 percent in Portland. Only a few expressed dissatisfaction (Table 99).

TABLE 99. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY SATISFACTION WITH 4-H PROJECTS

Degree of Satisfaction	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
Very satisfied	54	50	50	60	58	62	60	22
Quite satisfied	39	30	33	40	38	38	35	67
So-so	3	20	8	0	4	0	2	0
Not very satisfied	2	0	8	0	0	0	0	11
Not satisfied at all	2	0	0	0	0	0	2	0
Total Percent	100	100	99	100	100	100	99	100
No. of leaders	56	20	24	72	24	13	40	9

Leaders expressed a high degree of satisfaction with the way they have in how the clubs are run; a relatively high percentage of the leaders were very satisfied, ranging from 54 percent to 78 percent in the areas. Leaders expressed highest satisfaction where clubs were operated on school time, perhaps because they had full control over the members (Table 100). On the other hand, they tended to be lower on satisfaction with projects and with club experiences, especially in DeKalb.

TABLE 100. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY SATISFACTION WITH THEIR AMOUNT OF INFLUENCE

Degree of Satisfaction	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
Very satisfied	54	78	75	63	54	69	61	71
Quite satisfied	40	17	20	34	33	23	34	14
So-so	4	6	0	0	8	8	0	14
Not very satisfied	2	0	0	0	0	0	5	0
Not satisfied at all	0	0	0	0	4	0	0	0
Total Percent	100	101	100	100	99	100	100	99
No. of leaders	48	18	24	70	24	13	38	7

Most satisfaction to leaders came from seeing their children's growth and accomplishment, and with the experience of working with and teaching youth (Table 101). A few received most satisfaction from working with specific projects or "everything in general."

Typical comments given on what they liked most about being a leader included: "cooperation and enthusiasm," "the actual teaching of sewing to the girls," "encouraging them in their planning," or "working with young girls and seeing members' accomplishment."

Although several leaders said there is nothing they liked least about 4-H, dissatisfactions often mentioned were: lack of parent interest, lack of time to work on 4-H, and discipline problems of members. A few leaders cited the reports or paper work required, organizational problems, and telephoning or contacting people. Very few mentioned lack of project knowledge even though this item was most often given as a felt training need.

Satisfied leaders gave these comments as sources of satisfaction: "seeing the finished project of the girls gives me a wonderful feeling of satisfaction;" "very rewarding to see the progress young girls can make;" "I feel that we all got quite a bit accomplished and the few who did extra work make me feel that the club is successful;" "our club has made our members interested in sewing since it is not taught in private schools," and "I watch the girls grow up and see what fine young women they turn into."

TABLE 101. PERCENTAGE DISTRIBUTION OF 4-H LEADERS
BY ASPECTS OF LEADER'S JOB LIKED MOST

Liked Most	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	PERCENT							
Growth and accomplish- ments of children	25	20	30	35	19	31	32	40
Teaching members	0	0	4	23	19	15	8	20
Working on specific projects	14	5	4	1	10	0	6	0
Working with youth	35	65	52	17	38	46	54	20
Meetings	6	0	4	1	5	0	0	0
Enthusiasm of members	0	0	0	6	0	0	0	0
Everything	8	5	0	7	5	0	0	0
Other	12	5	4	9	5	8	0	20
Total Percent	100	100	98	99	101	100	100	100
No. of leaders	51	20	23	69	21	13	41	5

Sources of dissatisfaction are illustrated in these reactions: "lack of parent participation and interest has meant that very few people have carried the ball;" "the children are much too noisy at the meetings and don't seem to cooperate at times," "it was so-so," "getting the kids to do their best when working on a project was a difficult task," and "not as much parent cooperation as I had hoped for."

The size of clubs varied considerably from one area to the other--some were project clubs, others were neighborhood clubs, and still others were community clubs, like in Kalamazoo and Jackson counties. Except in Multnomah, where leaders felt there were too few members in their club, and in Jackson county, where almost half the leaders felt there were too many, the leaders were generally satisfied with the number per club. Leaders were more likely to consider the number too few than too many.

The majority of leaders in all areas except DeKalb felt the amount of time they spent on 4-H was about right. More leaders were willing to spend more time than those who felt it takes too much time already; in fact, in DeKalb county two-thirds of the leaders said they were willing to spend more time on 4-H.

Changes

Leaders were asked to react to various suggested changes in 4-H by indicating whether they agreed or disagreed with the changes. The changes with which a high proportion in most areas agreed were: more parent participation,

more interesting meetings, better project materials, more and different projects, more tours and trips, more help from leaders, and more camping (Table 102). Very few of the leaders were interested in having a new name for 4-H, except in DeKalb county. Only in Nassau county, where most members already had uniforms, did more than half of the leaders favor having uniforms for 4-H. Not a very high proportion wanted more prizes and awards except in Jackson and DeKalb counties. Very few leaders were in favor of removing the requirement that club members take a project. Many leaders wanted more assistance from Extension, ranging from 15 percent in Multnomah to 57 percent in Jackson. Very few leaders wanted fewer members.

TABLE 102. PERCENT OF URBAN 4-H LEADERS
AGREEING WITH SUGGESTED CHANGES

Changes	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb
	-----PERCENT-----							
More parent participation	90	67	100	88	92	77	85	92
New name for 4-H	9	10	8	3	8	15	0	77
Better project material	42	45	39	35	71	67	53	85
Uniforms for 4-H members	6	10	12	63	16	0	10	46
More tours and trips	43	31	58	67	52	69	49	92
Fewer recreational activities	15	14	8	14	4	23	5	85
More help from leaders	50	35	46	29	75	42	51	82
More prizes and awards	17	35	17	22	50	23	20	46
4-H members, no project	2	0	0	23	0	8	0	0
More help from Extension	40	24	42	31	57	38	15	46
More camping	18	19	25	51	42	38	64	62
Fewer members	8	5	4	1	8	23	6	15
More interesting meetings	63	33	56	50	62	54	58	77
More and different projects	48	32	29	56	58	54	38	69
No. ¹ of leaders	52-54	17-21	23-25	69-72	23-25	12-13	36-41	11-13

¹Range in number of respondents is given because a few did not respond to selected items.

Leaders were asked what changes should be made if 4-H is going to attract a larger number of urban boys and girls. Ideas mentioned most often were the need for more interested leaders, more and better publicity about 4-H in the urban areas, and new projects of interest to urban youth. Several specific suggestions given in one county were: provide projects suitable for urban and suburban groups, more projects in art and culture, lower the age restriction, more men leaders for boys projects, more help from County Extension in organizing new groups, better follow up after organization, and more advertising through the schools.

In another county, typical suggestions were: more parent cooperation, better leaders, a program for older members, a more interesting junior leader's club, and meeting the competition of other clubs in high schools. One leader pointed out the need for more activities of interest to youth. In another county, most ideas pertained to need for more publicity about the 4-H club program and a greater variety in projects.

Leaders in another area stressed the need for more publicity and more and better leaders. More projects for urban boys and more parent participation were suggested in still another area. Hence, these leaders saw an enlarged membership if there were: more publicity, more and better adapted projects, more parent interest, and more leaders.

Summary

The leaders in these urban areas had relatively short tenure in 4-H and fewer than half had ever been 4-H members. Most had farm experience which might account for a predisposition to participate in the 4-H program. Almost all leaders had children in 4-H. The small number of men serving as leaders demonstrates the difficulty agents cited in obtaining men leaders. It is also related to few boys being in the urban 4-H program except in "captive" school situations.

Leaders were generally above average in socio-economic status. The leaders perceived the goal of 4-H as that of teaching skills and developing youth. They considered the projects as the core of the program. Similar to the members, leaders rated the educational opportunities and group experiences as the most valuable outcomes of 4-H.

Leaders expressed a high degree of satisfaction with their 4-H experiences. They generally had a favorable image of 4-H. Although they usually expressed ideas conforming to the traditional norms and goals of 4-H, they were aware of several needed changes for organizational maintenance in the urban environment, e.g. more members, new projects, more activities supplementary to the project, more effective publicity, and an urban organizational image.

4-H MEMBERS

Introduction

The 4-H program has the purposive goal of educating youth. Unless boys and girls are interested in and actually do become members, the organization would have no reason for existing. A knowledge of the characteristics of members currently enrolled in the program and their appraisal of various program experiences should provide an understanding of one important target group. It should also provide a partial basis for predicting youth's responses to future 4-H programs in cities.

An objective of the study was to characterize the 4-H members from the urban area in terms of selected personal, social, economic and educational factors. These included: age, sex, religion, I. Q., socio-economic level of family, participation in youth organizations, tenure in 4-H and participation in 4-H projects and activities.

The original plan was to interview a sample of the 1962 members including those who had not reenrolled for 1963. This approach was impossible to follow. Many members had moved to another community. The staff had little success in motivating the dropouts to attend a data collection session. Even in schools where 4-H had met on school time in 1962, the members had moved to the other classrooms or to other schools. Hence, a decision was made to collect data from a sample of the 1963 members, meaning that some members had not yet completed a total project year.

Within each county a random sample of clubs was chosen in order to obtain information from members. Within each selected club, information was obtained from all members in that club. Hence, the club was the sampling unit. The number of clubs selected in the sample varied from one study area to the other, ranging from 10 to 40 percent of the total in each area. Where counties included a mixture of urban and rural youth, sample clubs were restricted to those in the urban portion.

Information was collected by having members fill out questionnaires in group situations. In some cases data were collected at special or regular meetings of club members. Most members filled out questionnaires on school time in the schools where they were enrolled. This method proved more efficient and effective than meetings held outside the school. A researcher supervised filling out the questionnaires. In a few areas arrangements had to be made to meet with members on school time after experiencing poor attendance at the regular or special club meetings. In two areas, there was a misunderstanding between the researchers and county staff about the sample of clubs to be interviewed. Substitutions had been made in one area, and in another a sample of negro clubs had not been selected. Hence, considerable time was spent by the researchers after arriving in the study areas to make necessary adjustments to conform to the original sample.

It was not possible to obtain data from all members in the clubs selected in the sample. The percentage of members completing questionnaires varied

from 64 percent in Nassau County to 95 percent in Multnomah and DeKalb Counties (Table 103).

In the eight areas included in the study, data were collected from 1,856 4-H club members. These 1,856 members were enrolled in 126 different 4-H clubs. They represented about 84 percent of the total membership in the 126 different clubs selected in the sample.

Personal and Social Characteristics

Age

The ages of the members varied from one study area to the other. About 7 to 20 percent of the members were 10 years of age or younger in each area (Table 104). One-half of the members were in the 11-12 year age category in all but three of the areas and approximately one-fourth of the members were in the 13-14 age grouping. However, this varied from 14 percent in Nassau County to 32 percent in Multnomah County. The remaining 10-15 percent were 15 years or older.

When the age distribution of the members included in the study is compared with the age distribution for the total membership in the counties, it is evident that the members included in the study are slightly older. As an example, in Nassau about 60 percent of the total membership was 10 years old or younger while in the sample only 35 percent was 10 years or younger. In the city of Portland, 62 percent of the total membership was 10 years or younger while only 7 percent of those included in the study were in this group. Part of this discrepancy is due to the age of members in the total county being recorded as of enrollment in the fall of 1962. The fact still remains that the sample tends to be biased towards the older members.

Grade in School

In all of the areas, except Portland, over 50 percent of the members were from the 5th, 6th or 7th grade in school (Table 105). The range was from 78 percent in Denver to 40 percent in Portland. In Denver 55 percent were in the 5th and 6th grade, while in Portland 24 percent were in these two grades. In most of the areas another 15 to 25 percent of the members were in the 7th grade. Multnomah and DeKalb counties each had 25 percent of their members in the 7th grade while 14 percent of those from Jefferson County were in the 7th grade. The distribution in the 8th grade varied from 17 percent in Nassau County to 57 percent in Portland. The sample was over-represented by members in higher grades than the total county membership.

Race

Almost all members interviewed were white, except in DeKalb County where 202 of 493 members in the sample were negro.

TABLE 103. 4-H MEMBERSHIP IN THE EIGHT AREAS
INCLUDED IN URBAN STUDY AND NUMBER OF MEMBERS IN SAMPLE

Item	Kalamazoo	Denver	Jefferson	Mult- nomah	Port- land	Jackson	DeKalb	Nassau	Total
Total 4-H Membership in County or City	1,928	1,982	1,376	1,791	1,908	1,483	2,573	3,813	16,854
Total 4-H Membership ¹ In Urbanized Area of County	676	1,982	1,195	635	1,908	891	1,801	3,813	12,901
Total Number 4-H Clubs in County	35	139	130	255	89	42	71	470	1,231
Total Number 4-H Clubs in Urbanized Area	14	139	130	76	89	27	49	470	994
Number of 4-H Clubs Selected in Sample	6	15	17	12	12	9	11	44	126
Number of Members in Clubs Selected In Sample	361	300	192	141	127	239	519	329	2,208
Number of Members From Whom Completer Question- naires Were Obtained	288	270	134	132	116	213	493	210	1,856
Percentage Return	80	90	69	95	92	89	95	64	84

TABLE 104. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY AGE

Age	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
10 years and under	20	13	17	10	7	23	14	35	18
11 - 12	45	64	40	37	32	53	65	42	51
13 - 14	23	18	22	32	25	18	20	14	21
15 and over	12	5	21	21	36	6	1	9	10
Total	100	100	100	100	100	100	100	100	100
Number of Members	288	270	134	132	116	213	489	210	1,852

Sex

The 4-H urban members in the study were predominately girls (Table 106). 86 percent in Multnomah County and 72 percent in Nassau were female. This sex distribution was quite similar to the total 4-H membership in the counties. In Jefferson County about 70 percent of the total membership and 69 percent of the sample were girls; in Multnomah County 75 percent of the total county and 86 percent of the sample were female; and in Portland about 82 percent of the total and 79 percent of the sample were girls.

The areas with a fairly high proportion of boys were in DeKalb and Denver where 4-H was held on school time. In the United States about 57 percent of the 4-H members are girls, hence, these urban areas had a much higher proportion of girls.

Mental Capacity

Information was obtained from school records on the intelligence quotient of 574 members. Data were not available for the other 1,277 members included in the study (Table 107). The intelligence quotient scores are based on one or more of the following four tests: (1) Kuhlmann-Anderson Intelligence Test, (2) Otis Mental Ability Test, (3) Test of Education Ability and, (4) Primary Mental Abilities Test. The I. Q. scores have been reported as originally obtained and it is assumed that the scores are generally but not absolutely comparable.

In Kalamazoo County the median intelligence quotient for the members on which scores were available was 109. Eighteen percent of the members had I. Q. scores under 100 while 24 percent had 120 or above. In the Kalamazoo public schools the median intelligence quotient for the 6th grade in 1962 was 104; for the 8th grade it was 102. Hence the 4-H members had a higher average I. Q. than students of a similar grade in the public school system. Only 18 percent of the 4-H members had I. Q. scores under 100 while 24 percent had 120 or above.

In Denver County information was obtained on 111 members for their intelligence quotient scores from records available in the classrooms. The median I. Q. was 118. Seven percent had an I. Q. of less than 100 while 45 percent had I. Q. 's over 120. This undoubtedly is a select group in terms of mental ability.

In Multnomah County information was obtained from school records on the intelligence quotient of 124 members. The median intelligence quotient for this group was 111. About 19 percent had an I. Q. of less than 100, 30 percent were in the 100 - 109 category and 32 percent in the 110 - 119 grouping while 13 percent were in the 120 - 129 group. Six percent of the members in the study had an I. Q. of 130 or above.

In Portland information was obtained from school records on the intelligence quotient of 73 members. The median intelligence quotient for these 73 members was 114. About 15 percent had an I. Q. of 100 or less while another 20 percent of the members were in the 100 - 109 group. Thirty-two percent were in the 110 - 119 category and 19 percent in the 120 - 129 group. Fourteen percent had an I. Q. of 130 or above.

TABLE 106. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY SEX

Sex	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Male	31	35	31	14	21	19	48	28	32
Female	69	65	69	86	79	82	52	72	68
Total	100	100	100	100	100	101	100	100	100
Number of Members	288	270	134	132	116	213	493	210	1,856

TABLE 107. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS BY I. Q. SCORES

I. Q. Scores	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Less than 100	18	7		19	15	21		6	16
100 - 109	35	19	N/A	30	20	27	N/A	22	26
110 - 119	24	30		32	32	26		19	28
120 - 129	21	30		13	19	20		31	21
130 and above	3	15		6	14	6		22	9
Total	100	100		100	100	100		100	100
Median I. Q.	109	118		111	114			120	
Number of Members	110	111		125	73	124		32	574

N/A = Data Not Available

Intelligence quotient information was obtained in Jackson County from the school records of 124 members. About 21 percent had an I. Q. of 100 or less with another 27 percent in the 100 - 109 group. Twenty-six percent of the members had scores in the 110 - 119 category. Twenty percent were in the 120 - 129 group and 6 percent had I. Q. scores of 130 or above.

In Nassau County I. Q. data were available for only 32 girls in the sample. Two had scores less than 100, seven had scores of 130 or more. The median I. Q. for these girls was about 120. Information obtained from counselors in schools having 4-H members corroborated the fact that 4-H members are above average in mental capacity and in academic achievement.

At one school in Nassau County interviews were conducted with four counselors regarding the 4-H members who were in this school. There were nine 4-H members in the 9th grade. Six were in the enriched group, the ones who have I. Q. 's of 125 or over; two were average and one was below average. Another counselor had 17 4-H members in the 8th grade. Seven of these were in the enriched class, that is, the high I. Q. group, and 10 were in the average class, but they were doing fairly high work. Another 9th grade counselor had four students who were 4-H members, three in the enriched class and one average. The 7th grade counselor had 12 members, with three of them in the enriched group and 9 in the average. However, the ones in the average group were near the top. Hence the 4-H members in this school were above average in mental ability and achievement. In this school, only 20 percent of the students were in the enriched program. Since this is the 7th through 9th grades, the members who were still in 4-H are probably a select group..

These counselors said 4-H members are not only active in 4-H, but that they are involved in many extra-curricular activities. These members were generally rated in the high prestige group but were not necessarily the more popular students.

At one of the high schools, eight 4-H members were registered in grades 10 to 12. There were about 1,800 students in the school. Of the six seniors who were in 4-H work, only one had mentioned 4-H work in his application to college. All six members were going to college and all but one was in the top 1/5 of the class. The counselor had an image of 4-H as a farm program, and evidently the students did not want to talk to him about their 4-H experience. This counselor indicated that probably the members were reluctant to discuss their 4-H experience with him as well as with other youth of the school. The Extension staff offered other evidence that the 4-H members were reluctant to write term papers on 4-H because of ridicule from other students.

Farm Experience

The members included in the study were asked if they had ever lived on a farm or if they were living on a farm at the time of the study. About 24 percent of the members from Jefferson County had experience living on a farm at one time while only two percent in Nassau County had this experience (Table 108). The proportion in other areas with farm experience ranged from 2 to 24 percent.

TABLE 108. PERCENT OF 4-H MEMBERS
WHO HAD EXPERIENCED LIVING ON A FARM

	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Had Farm Experience	11	8	24	21	8	12	11	2	11
Number of Members	288	270	134	132	116	213	493	210	1,856

Religious Preference

The members were given an opportunity to indicate their religious preference (Table 109). The Protestant religion was indicated by 24 to 84 percent of the members in the eight study areas. The percentage selecting the Catholic religion as their preference ranged from five percent in DeKalb County to 35 percent in Nassau County. The only area with a large number of Jewish members was in Nassau County where about 41 percent of the members were Jewish.

It was possible to make a crude comparison between the religious preferences of 4-H members and the membership in religious groups of all faiths in each area. In Nassau County approximately 29 percent of all memberships were Protestant, 45 percent Catholic, and 26 percent Jewish. The 4-H members had a higher proportion of Jewish and a lower proportion of Catholics and Protestants.

In Kalamazoo County the distribution of all church memberships in 1957 was 81 percent Protestant, 18 percent Catholic, and about two percent Jewish. The 4-H members were classified as 82 percent Protestant, 10 percent Catholic, 4 percent Jewish, and 4 percent of other faiths.

In Denver 72 percent of the members stated their religious preference as Protestant, 23 percent as Catholic, and 3 percent as Jewish. All church memberships in 1957 were distributed as 54 percent Protestant, 39 percent Catholic and 8 percent Jewish.

The 4-H members tended to be fairly representative of their urban areas in religious affiliations, except for under-representation of Catholics in most areas. It should be noted that church membership of the total population is based on 1957 figures.

Participation by 4-H Members in Other Youth Groups

The members were asked about their participation in groups and organizations other than 4-H. They participated in a number of different groups in all eight areas (Table 110).

TABLE 109. DISTRIBUTION OF 4-H MEMBERS
AND THE POPULATION OF THE STUDY AREAS BY RELIGIOUS PREFERENCE¹

Religious Preference	Kalamazoo		Denver		Jefferson		Nassau		Jackson		Portland		Multnomah		DeKalb		Total Members	
	Members	Total Pop. ²	Members	Total Pop.	Members	Total Pop.	Members	Total Pop.	Members	Total Pop.	Members	Total Pop.	Members	Total Pop.	Members	Total Pop.		
Protestant	82	81	72	54	74	71	64	62	64	64	78	65	79	83	24	29	71	
Catholic	10	18	23	39	14	29	31	33	33	33	13	27	5	2	35	45	17	
Jewish	4	2	3	8	2	0	0	4	2	3	6	8	13	15	41	26	10	
Other	4	0	2	0	0	0	5	0	0	0	3	0	2	0	0	0	2	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Number of 4-H Members	282		267		124		129		114		213		474		201		1,804	

¹ "Churches and Church Membership in the U.S.A.", Series D, National Council of the Churches of Christ in the U.S.A. Bureau of Research and Survey, New York, New York, 1957 was source of information for church membership in the urban county or city.

² Percent of total church members in the urban area; in other study areas, the membership pertains to the county or city, except Multnomah excludes Portland City.

TABLE 110. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY NUMBER AND TYPE OF YOUTH ORGANIZATIONS THEY BELONGED TO

	Kalamazoo N=288			Denver N=276			Jefferson N=134			Multnomah N=132		
	none	one	two or more	Total	none	one	two or more	Total	none	one	two or more	Total
Church Groups	49	26	25	100	51	30	19	100	36	35	29	100
Educational Groups	69	19	12	100	59	22	19	100	44	29	28	101
Recreational School Groups	50	31	19	100	41	34	24	99	35	33	32	100
Hobby Groups	84	11	5	100	77	15	8	100	65	26	10	101
Other Youth Groups	84	14	2	100	62	30	8	100	76	22	2	100
	Portland N=116			Jackson N=213			DeKalb N=493			Nassau N=210		
	none	one	two or more	Total	none	one	two or more	Total	none	one	two or more	Total
Church Groups	24	45	31	100	51	28	21	100	35	36	29	100
Educational Groups	42	32	26	100	75	14	11	100	52	30	18	100
Recreational School Groups	44	32	24	100	62	26	12	100	56	27	17	100
Hobby Groups	83	13	4	100	88	8	4	100	70	17	13	100
Other Youth Groups	68	28	4	100	68	25	7	100	56	32	12	100

In all areas, a large percentage of the members belonged to at least one church youth group. The range was from 48 percent in Nassau County to 76 percent in the City of Portland. Actually, a large proportion of the members belonged to two or more church sponsored groups. This varied from 14 percent in Nassau County to 31 percent in Portland.

Participation in extra curricular educational groups in school, such as the science or math club varied from 25 percent in Jackson County to 58 percent in Portland. Nassau County had 29 percent of the members belonging to an educational group, Kalamazoo 31 percent, Denver 41 percent and Jefferson County, 56 percent. The proportion of members in two or more educational groups varied from nine percent in Nassau County to 27 percent in Jefferson County.

At least one-half of the members included in the study in all areas, except Jackson and DeKalb counties, participated in one or more youth recreational groups sponsored by the school. In Nassau County 34 percent and in Jefferson County 32 percent belonged to two or more school recreational groups.

The members also reported the number of hobby groups they participated in. Over one-half of the members in each area indicated that they did not belong to any hobby group. About 38 percent in Denver County and 30 percent in DeKalb County belonged to a hobby group.

In all the areas studied, a majority of the members indicated that they did not belong to any other youth group such as Boy Scouts or Girl Scouts (Table 110). The proportion that belonged to one or more other youth groups varied from 16 percent in Kalamazoo County to 44 percent in DeKalb County.

A membership index was developed by giving a score of 1 for each organization or club the member belonged to other than 4-H. The scores ranged from 0 through 18 (Table 111). The proportion of members who did not belong to any youth organization other than 4-H varied from 5 percent in Portland to 23 percent in Kalamazoo. At least one-fourth of the members in each area participated in one or two other youth organizations. Another 20 - 30 percent in each area belonged to 3 or 4 other youth groups.

TABLE 111. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY MEMBERSHIP SCORES

Score	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	PERCENT								
0	23	16	10	9	5	23	16	11	16
1 - 2	34	32	26	32	37	55	26	47	35
3 - 4	22	24	22	39	30	19	24	28	25
5 - 7	18	26	38	19	21	1	20	11	18
8 or more	3	2	4	1	7	3	14	3	6
Total	100	100	100	100	100	101	100	100	100
Number of Members	288	270	134	132	116	213	493	210	1,856

Social and Economic Status

Father's Occupation

In an attempt to determine the socio-economic status of the members a series of questions were asked relating to specific characteristics about their parents and homes.

The members were asked what their father did for a living. Their answers were classified by various occupational groups (Table 112). The percentage of members indicating their father's occupation as professional varied from 8 percent in Jackson County to 36 percent in Nassau County. About one-third of the members in Denver and Jefferson counties indicated their parents were in a professional occupation. The proportion of members with fathers in managerial occupations ranged from 12 percent in Jefferson and Kalamazoo to 28 percent in Nassau County. The percentage of members with parents in clerical and sales occupation varied from 12 to 21 percent in the eight areas. About one-fifth of the members in all the areas said their father's occupation was in the category of craftsman or foreman. Relatively few members came from unskilled laborer or farm families.

By comparing the general occupational distribution for the areas with that of 4-H members' fathers, it was quite obvious that 4-H membership was over-represented with white collar occupations. For example, in Denver approximately 44 percent of the total male labor force was in white collar occupations. In contrast, 67 percent of the 4-H members came from white collar families. DeKalb members had a higher proportion of semi-skilled laborers than existed in the total area, but this was due to the large proportion of negro members, many of whom came from laboring class families.

Material Possessions

The members were asked about several items they may or may not have in their homes. Most all of the members in each area said they had at least one telephone in their home, varying from 86 percent in DeKalb County to 100 percent in Nassau and Jefferson counties (Table 113). At least one-third indicated that they had two or more telephones in their homes.

Most all of the members in each area also said their families had at least one automobile, varying from 89 percent in DeKalb County to 100 percent in Jefferson County. Over 40 percent of members in all areas said there were two or more automobiles in their families.

Almost all members had at least one television set in their homes. At least 25 percent of the members in each area said they had two television sets.

When asked about bathrooms in their homes, most all of the members in each area said they had at least one. This varied from 89 percent in DeKalb County to 100 percent in Nassau County. From one-fourth to over one-half of the members said they had at least two bathrooms.

TABLE 112. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS' FATHERS, AND ALL EMPLOYED MALES IN STUDY AREAS, BY OCCUPATIONAL GROUPINGS

Occupation	PERCENT												Total				Total				Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
	Kalamazoo			Denver			Jefferson			Multnomah			Portland			Jackson			DeKalb			Nassau																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	Members	Total	Members	Members	Total	Members	Members	Total	Members	Members	Total	Members	Members	Total	Members	Members	Total	Members	Members	Total	Members	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members	Total	Members

¹Figures for Kalamazoo pertain to all employed males in urbanized area; for the other areas, figures pertain to all employed males in county, as of 1960, except Multnomah County, for which employed males in city of Portland are excluded.

²Less than 0.5 percent

TABLE 113. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY NUMBER OF MATERIAL POSSESSIONS IN HOME

	Kalamazoo N=288				Denver N=270				Jefferson N=134				Multnomah N=132			
	none	one	two or more	Total	none	one	two or more	Total	none	one	two or more	Total	none	one	two or more	Total
Telephone	3	67	30	100	3	50	47	100	0	53	47	100	3	66	31	100
Automobile	1	56	43	100	6	43	51	100	0	21	79	100	2	43	55	100
Television	3	69	28	100	3	69	28	100	4	70	26	100	2	60	38	100
Bathroom	2	75	23	100	2	50	48	100	1	41	58	100	3	56	41	100
Stero or Hi-Fi	36	53	11	100	26	55	19	100	26	52	22	100	30	52	18	100
	Portland N=116				Jackson N=213				DeKalb N=493				Nassau N=210			
Telephone	2	59	39	100	4	51	45	100	14	56	30	100	0	40	61	101
Automobile	5	51	44	100	4	37	59	100	11	50	39	100	2	54	44	100
Television	4	64	32	100	1	59	40	100	6	62	32	100	2	46	52	100
Bathroom	2	65	33	100	1	52	47	100	11	61	28	100	0	41	59	100
Stero or Hi-Fi	32	46	22	100	29	55	16	100	27	58	15	100	19	50	31	100

The percent of members with a stereo or Hi-Fi set in their homes varied from 64 percent in Kalamazoo County to 81 percent in Nassau County. From 11 to 31 percent of the members in all areas said they had two or more.

An index of the number of material possessions was developed for each member. Each member was given a score based on total number of the five household items in their homes. One point was given for each item. The scores ranged from 0 to 16 (Table 114). The percentage of members having a score of 4 or less varied from 5 percent in Nassau County to 30 percent in DeKalb County.

TABLE 114. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY INDEX OF MATERIAL POSSESSIONS IN HOME

Index Scores	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
0 - 4	20	15	6	12	9	10	30	5	17
5 - 6	46	30	31	37	44	33	31	26	35
7 - 9	23	37	41	37	38	41	28	44	33
10 - 12	9	14	17	11	8	15	10	19	12
13 or more	2	4	5	3	1	1	1	6	3
Total	100	100	100	100	100	100	100	100	100
Number of Members	288	270	133	132	114	213	471	210	1831

Members having scores of 5-6 ranged from 26 percent in Nassau County to 46 percent in Kalamazoo County. In the 7-9 index group the proportion of members with scores of 10-12 ranged from 8 percent in Portland to 19 percent in Nassau.

Level of Living

The members were also asked about three other personal items which provide a crude index to level of living (Table 115). The items related to the members having their own bedrooms, taking weekly dancing or music lessons and traveling with their parents outside of the state they reside in. From 47 to 64 percent of the members in each study area had their own bedroom. About 64 percent of the members from Denver indicated that they had a bedroom of their own and did not have to share it with anyone. In DeKalb County 47 percent said they had their own bedrooms.

The range in proportion of members who took a weekly dancing or music lesson was from 19 percent in DeKalb County to 46 percent in Portland.

TABLE 115. PERCENT OF MEMBERS WHO HAVE OWN BEDROOM, TAKE LESSONS AND TRAVEL OUTSIDE STATE

Item	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
Have Own Bedroom	48	64	61	61	54	50	47	65	55
Take Weekly Music or Dancing Lessons	34	41	35	33	46	33	19	33	32
Travel Outside State Last Year	62	64	55	65	69	68	69	63	65
No. of Members	288	270	133	132	116	213	493	210	1855

From 55 to 69 percent in each area had traveled in another state in the previous year. These findings are again indicative of youth with a fairly high level of living.

Participation in 4-H by Family Members

Information was collected from the members on the extent of participation in 4-H by other members of their families (Table 116). From 43 to 63 percent of the members had a brother or sister who was a 4-H member at one time. The percentage variation for the members who indicated their father was a member at one time was from two percent in Nassau to 11 percent in Jefferson. A higher proportion of mothers had been 4-H members, varying from 7 percent to 31 percent in each area. Parents in Nassau were least likely to have been 4-H members. There is some evidence that membership is a function of previous filial participation but not parental membership.

Members were asked if either of their parents had even been a 4-H Club leader. The proportion who had served as a leader varied from 5 percent in DeKalb to 57 percent in Portland. Undoubtedly there is some interaction between having brothers and sisters in 4-H and probability of one or more parents being a leader.

The members were asked how often their parents attended 4-H meetings. They checked one of five categories, namely- always, most of the time, sometimes, seldom or never. In each area over one-half of the members said their parents "seldom" or "never" attended 4-H meetings (Table 117). In DeKalb and Denver, 81 percent of the members said their parents never or

TABLE 116. PERCENT OF 4-H MEMBERS
WHOSE FAMILY MEMBERS PARTICIPATED IN 4-H

Family Participation	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
Brother or Sister a 4-H Member	61	46	63	63	60	48	43	46	51
Father a 4-H Member	10	8	11	3	9	11	8	2	8
Mother a 4-H Member	20	10	26	27	28	31	14	7	18
Father or Mother a 4-H Leader	39	21	51	44	57	28	5	39	28
Number of Members	288	270	134	132	116	213	493	210	1856

TABLE 117. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY DEGREE OF PARENT ATTENDANCE AT 4-H MEETINGS

Parent Attendance	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
Always	16	7	22	15	21	13	4	18	12
Most of the time	15	5	11	6	10	24	6	8	10
Sometimes	6	7	15	6	5	8	9	2	7
Seldom	16	23	41	23	24	31	3	19	19
Never	46	58	10	50	40	24	78	52	51
Total	99	100	99	100	100	100	100	99	99
No. of Members	228	270	133	134	116	213	493	210	1856

seldom attended 4-H Club meetings. In both of these areas the program is closely related to the school program. Attendance of parents at 4-H meetings is evidently low in all urban areas. The members were asked their judgment of how interested their parents were in their participation in 4-H. They selected one of four categories, namely- very interested, interested, didn't care, or didn't want me to join. Over 80 percent of the members in each area said their parents were either "very interested" or "interested" in having them belong to 4-H (Table 118).

TABLE 118. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY PERCEPTION OF PARENTS' INTEREST IN HAVING THEM BELONG TO 4-H

Level of Interest	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
Very interested	57	41	63	52	55	43	41	59	49
Interested	40	45	31	35	39	41	40	35	39
Didn't Care	3	11	4	11	6	13	16	3	10
Didn't want us to join	0	3	10	2	0	3	3	2	3
Total	100	100	98	100	100	97	100	99	101
No. of Members	288	270	134	132	116	213	493	210	1856

In an attempt to identify the source which influenced them to become 4-H members, they were asked: "Who had the most to do with your becoming a 4-H member?" The influence of parents and friends was strong (Table 119). The proportion who perceived friends as most influential varied from 17 percent in Denver to 44 percent in Kalamazoo. The proportion influenced by parents varied from 13 percent in DeKalb to 45 percent in Multnomah. School teachers and 4-H leaders were quite important in influencing membership in Denver and DeKalb counties. Again, the 4-H program is fairly closely related to the school in these two areas.

Perception of the Purpose of 4-H

The members were given an open-end question to determine the reason they joined 4-H. They were asked to complete the following statement: "I joined 4-H because. . . ." The reasons mentioned most often in all the areas were: "I thought it would be fun," "I was interested in the projects," and "I wanted to learn things" (Table 120). About 10 to 25 percent of the responses in each area were coded in each of these three categories. Many

TABLE 119. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY MOST INFLUENTIAL SOURCE IN THEIR BECOMING 4-H MEMBERS

Source of Influence	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Friends	44	17	29	28	23	40	27	43	31
Parents	34	15	42	45	41	23	13	30	26
Brothers and Sisters	11	6	9	8	9	6	3	7	7
Extension Agents	1	3	9	2	1	14	8	9	6
School teachers	1	48	2	3	2	4	18	0	13
4-H Leader	3	9	6	5	11	8	17	6	10
Other	6	3	3	9	14	5	13	5	8
Total	100	101	100	100	101	100	99	100	101
Number of Members	287	266	132	124	116	213	477	209	1824

members simply said they liked it. Some of the other reasons given were: "I think 4-H prepares one for adulthood," "I want to help others," and "I enjoy being with others." Inherent in these responses are the themes of learning and sociability.

The members were also asked what they saw as the purpose of 4-H (Table 121). At least one-fourth of the members in each area felt the perceived purpose of 4-H was to "learn new things." Another purpose selected by 5 to 30 percent of the members in each area was "development of young people." "Citizenship development" and "learning to work together" were also selected by several members in each area as their perceived purpose of 4-H Club work. By far the dominant perceived purpose was that of learning new ideas and skills, an educational objective.

Perception of Value and/or Benefits of 4-H

The members were given a list of items which reflected specific opportunities which they might have had while they were in 4-H. They were asked to rate each one on how valuable it was to them. The items included in the list related to the educational, social, economic, recreational, leadership and community values or benefits of 4-H Club work. There was a great deal of consistency in the way members from the various areas rated the items.

The educational opportunity to learn new things was rated as "very valuable" by at least 60 percent of the members in each area (Table 122). The opportunity that 4-H provides to make new and different things was also rated very high,

TABLE 120. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY REASON FOR JOINING 4-H

Reason	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	PERCENT								
I like activities	12	4	3	4	3	4	13	11	8
I thought it would be fun	25	31	18	22	17	29	25	17	24
I was interested in projects	18	23	25	27	22	24	11	24	20
I wanted to learn things	19	15	16	22	32	17	22	18	20
I think 4-H pre- pares one for adulthood	4	3	5	5	3	3	5	3	4
I like it	10	7	9	7	7	9	16	8	10
I want to help others	1	0	0	1	0	1	3	0	1
I enjoy being with others	6	3	3	6	4	1	2	3	3
Other Reasons	5	15	20	8	12	11	3	16	10
Total	100	101	99	102	100	99	100	100	100
No. of Members	267	254	132	130	114	209	432	205	1743

being considered very valuable by 46 to 70 percent of the members in each area.

The social opportunities for interacting with others in group activities and making new friends were perceived to be almost as valuable as the educational opportunities. Almost two-thirds in each area considered meeting new and interesting friends as very valuable; slightly over half in each area rated working with others as very valuable.

Opportunities to earn money, to diffuse ideas and skills to others, to participate in community activities, and to engage in recreational activities were rated less valuable than those related to educational and group skills. Some opportunities were rated relatively low because members seldom experienced them, e. g. few earned money through their projects. The economic and prize rewards were rated higher in DeKalb, probably because of the large proportion of low income negro members to whom the economic incentives had a strong appeal.

Relatively few members had worked on community projects or with poor and handicapped people. Similarly, relatively few participated as 4-H members in games and sports or travelled to new places. DeKalb members rated community improvement and recreational opportunities higher than

TABLE 121. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY PERCEIVED PURPOSE OF 4-H

Purpose	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Learn new things	43	45	38	56	48	48	45	25	43
Create interest among young people	3	4	6	2	3	1	0	1	2
Give youth something to do	9	1	1	3	2	2	2	1	3
Chance to meet friends	6	3	3	2	3	5	4	5	4
Learn to work together	9	9	8	10	17	15	3	7	9
Development of young people	16	23	30	16	18	5	20	23	19
Citizenship development	11	7	6	3	5	15	16	12	11
Other	3	8	8	8	4	8	10	26	9
Total	100	100	100	100	100	99	100	100	100
Number of Members	227	246	128	125	113	201	346	199	1595

members in other areas, primarily a reflection of the large proportion of male negroes.

Negro and white members differed significantly in their perceptions of how valuable the opportunities were. Negro members consistently rated the various opportunities more valuable than the white members. For example, 81 percent of the negroes felt the work with poor or handicapped people was very valuable, while only 47 percent of the white members rated it that high. Opportunity to work on community projects was rated very valuable by 75 percent of the negro and 34 percent of the white members. Perhaps the negro members placed a higher rating on 4-H opportunities because of the fewer organizational activities available to them in comparison with the white members. Part of the difference might also be attributed to the difference in socio-economic status between the white and negro members.

In an attempt to probe further into the perceptions and attitudes that members had toward 4-H, the research team took every opportunity available to talk with members about 4-H. Members, and especially the older ones, felt a rural stigma attached to the fact that they were 4-H members. Several members commented to the research team that they didn't talk about 4-H Club

TABLE 122. PERCENT OF 4-H MEMBERS
WHO RATED SELECTED OPPORTUNITIES IN 4-H AS "VERY VALUABLE"

Opportunity	Kalama- zoo	Denver	Jef- person	Mult- nomah	Port- land	Jack- son	DeKalb	Nassau	Total
	-----PERCENT-----								
Educational									
Make new and different things	51	46	67	59	63	49	51	70	55
Learn new things	61	63	77	73	70	62	64	76	67
Social									
To work with others on group activities	50	50	60	53	55	56	54	52	51
To meet new and interesting friends	65	49	66	71	58	67	66	73	59
Economic									
Earn some additional money	35	17	25	33	16	31	50	30	33
To win some prizes	41	28	34	33	24	31	50	28	36
Leadership									
Lead others in doing different things	28	32	41	28	33	28	40	36	34
Teach others the things I learned	33	28	32	35	31	31	48	34	36
Community									
To work with poor or handicapped people	30	37	44	41	41	39	61	41	44
Work on community projects	24	40	34	28	15	30	51	28	35
Recreation									
Participate in games and sports	37	26	39	30	22	43	54	46	40
Travel and visit new places	22	22	35	35	30	32	54	37	36
Number of Members ¹	219-252	256-263	130-134	125-129	114-115	205-210	414-434	203-208	1676-1745

¹Range in number of members who responded is given because a few members did not provide data for selected items.

work with their school mates or their friends because of fear of being ridiculed with consequent loss of status. The 4-H members tend to refrain from telling other boys and girls, their teachers, guidance counselors or other group leaders that they belonged to 4-H. They would hesitate to give talks on 4-H or write school papers about their experiences for fear of being embarrassed. In one area a 4-H girl's achievements were publicized in the school paper and she received a great deal of teasing and joking in the form of statements like: "Do you make all your clothes?" and "can you milk cows?"

Extent and Nature of Participation in 4-H

A series of questions relating to participation in the 4-H program was asked in order to determine the extent and nature of members' participation. Members varied considerably in tenure from one area to the other (Table 123). The

TABLE 123. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY NUMBER OF YEARS IN 4-H

Number of Years	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
One year or less	47	25	10	15	22	31	45	15	31
2 years	21	44	25	28	9	45	34	27	32
3-5 years	28	27	49	42	40	20	20	50	28
6 or more years	4	4	16	15	49	4	1	8	9
Total	100	100	100	100	100	100	100	100	100
No. of Members	219	270	134	131	116	213	413	210	1787

proportion of members with not over one year tenure varied from 10 percent in Jefferson County to 47 percent in Kalamazoo County. The range in proportion of members with two years in 4-H was from 9 percent in Portland to 44 percent in Denver. A fairly large group had three to five years of membership, varying from 20 percent in Jackson and DeKalb to 50 percent in Nassau. Almost half the members had 6 or more years tenure in Portland. The sample was selective of members with greater tenure in 4-H than was true for the total county. In DeKalb, the negro members stayed in 4-H longer than the white members.

The members were asked whether they had ever served as an officer in their 4-H club. The proportion who had served as an officer ranged from 12 percent

in Kalamazoo County to 88 percent in Nassau County (Table 124). The size of the club influenced this finding since Kalamazoo had large community clubs and Nassau had much smaller neighborhood clubs.

TABLE 124. PERCENT OF 4-H MEMBERS WHO SERVED AS AN OFFICER OR JUNIOR LEADER IN THEIR 4-H CLUB

Responsibility	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Served as an officer	12	38	56	61	60	37	20	88	39
Served as a Junior Leader	11	4	15	7	21	9	13	6	10
Number of Members	288	270	134	132	116	213	493	210	1856

The members were also asked if they had ever served as a junior leader (Table 124). A relatively small number in each area had this experience, ranging from 4 to 21 percent.

The members indicated how often they attended the 4-H Club meetings. They were given a choice of five categories, which included always, most of time, sometimes, seldom and never. At least 80 percent of the members in each area attended all meetings or most of them (Table 125).

As another indication of the extent and kind of participation in 4-H the members were asked if they participated in the different activities available to them. About 15 to 25 percent of the members in each of the eight areas gave a 4-H demonstration at the county level (Table 126). A very small number participated in the speaking contests, with the largest proportion, 12 percent, being from Denver.

Eight percent of the members included in the study from Multnomah County attended a 4-H Camp while 44 percent of those from Nassau County had this experience. The other areas varied between these two extremes. The proportion who attended their county achievement program during 1962 ranged from 14 percent in DeKalb to 50 percent in Jefferson. Areas varied considerably in whether members attended a district or state event, varying from 6 percent in DeKalb to 53 percent in Jefferson. Most areas stressed the importance of exhibiting a project at the fair. The proportion who did this ranged from 8 percent in DeKalb to 89 percent in Jefferson. It is obvious that program opportunities were not uniform in all areas.

TABLE 125. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY DEGREE OF ATTENDANCE AT 4-H CLUB MEETINGS

Attendance at 4-H Meetings	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
Always	47	55	41	44	40	25	54	40	45
Most of time	47	30	56	48	48	53	27	56	42
Sometimes	2	4	1	2	5	8	9	1	5
Seldom	3	2	0	3	1	10	6	2	4
Never	1	9	2	3	7	4	4	1	4
Total	100	100	100	100	101	100	100	100	100
Number of Members	229	264	134	125	111	210	461	205	1739

Satisfaction With The 4-H Program

The members were asked how satisfied they were with their total 4-H experience. They were asked to indicate whether they were satisfied, quite satisfied, felt so-so about it, were not very satisfied or not satisfied at all with it. From 46 percent to 70 percent of the members in the eight areas said they were very satisfied with their 4-H experience (Table 127). About one-fourth to one-third of the members in each area said they were quite satisfied. Ten percent rated it as mediocre or so-so. Small numbers of members in each area said their experiences were not very satisfying.

Members were also asked their degree of satisfaction with the available 4-H projects (Table 128). Over three-fourth of the members in each area said they were either very satisfied or quite satisfied with the 4-H projects, so their degree of satisfaction with projects was very similar to satisfaction with their total 4-H experience. This is to be expected since the project is the major component of 4-H.

In an attempt to probe further about satisfaction with their 4-H experiences, the respondents were asked what they liked best about 4-H (Table 129). The things liked best about 4-H in all eight areas were: "work on projects," "learning new things," and "meeting other people and making friends." Major enjoyments came from working on projects and learning new things. Several other members enjoyed the meetings and other social activities.

Almost half of the members in each study area said there was nothing they liked least about 4-H (Table 130). Meetings were given most often as the part of their experience they liked least. About 10-30 percent of the members in each area mentioned the 4-H Club meetings. Not all enjoyed the projects because from 3 to 12 percent said they liked the projects least. Other experiences members liked least were behavior of some members, reports, and some of the leaders.

TABLE 126. PERCENT OF 4-H MEMBERS
WHO PARTICIPATED IN VARIOUS WAYS IN THE 4-H PROGRAM

Activity	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
4-H demon- stration	15	17	28	22	21	16	14	25	18
Participated in speaking contest	1	12	4	2	2	2	6	4	5
Participated in judging activity	5	21	54	49	25	22	6	12	19
Attended a 4-H camp	10	16	27	8	16	11	8	44	16
Attended the achievement program	24	26	50	27	39	26	14	62	29
Attended a district or state event	20	21	53	31	35	27	6	35	23
Exhibited projec	54	56	87	74	70	43	8	67	47
Number of Members	288	270	134	132	116	213	493	210	1856

TABLE 127. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY DEGREE OF SATISFACTION WITH TOTAL 4-H EXPERIENCE

Degree of Satisfaction	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
Very satisfied	70	50	53	57	54	46	56	63	53
Quite satisfied	21	33	36	30	34	29	25	26	29
It was so-so	5	12	10	10	9	14	10	9	12
Not very satisfied	3	3	1	1	3	6	5	1	4
Not satisfied at all	1	2	0	2	0	5	5	5	2
Total	100	100	100	100	100	100	101	102	100
Number of Members	219	253	132	128	115	206	439	201	1693

TABLE 128. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS
BY DEGREE OF SATISFACTION WITH 4-H PROJECTS

Degree of Satisfaction	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
Very satisfied	63	50	54	46	58	52	56	55	51
Quite satisfied	26	33	35	41	32	28	25	32	32
It was so-so	7	12	7	8	4	11	11	10	11
Not very satisfied	3	3	3	4	3	6	4	2	4
Not satisfied at all	1	2	1	1	3	3	4	1	2
Total	100	100	100	100	100	100	100	100	100
Number of Members	219	253	134	130	116	208	437	196	1693

TABLE 129. PERCENTAGE DISTRIBUTION OF 4-H MEMBER
RESPONSES¹ BY THINGS LIKED BEST ABOUT 4-H

Things Liked Best	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
Work on projects	26	43	34	25	31	38	44	64	40
Learning new things	16	20	14	27	25	20	20	8	18
Meeting other people & making friends	13	7	12	17	20	11	3	9	10
Chance to have fun	5	3	3	7	4	5	3	4	4
County or state fair or show	5	5	8	11	4	3	0*	0	5
Going to camp	2	4	7	1	2	3	7	8	5
Meetings	11	4	8	3	4	11	17	2	8
Social activities	8	4	7	4	2	7	3	3	5
Other	15	9	8	6	8	1	1	2	6
Total percent	101	99	101	101	100	99	98	100	101
Number of Responses	319	340	190	176	156	295	584	256	2316
Number of Members	288	270	134	132	116	213	493	210	1856

¹Some members gave more than one response

*Less than 0.5 percent

TABLE 130. PERCENTAGE DISTRIBUTION OF 4-H MEMBERS¹
BY THINGS LIKED LEAST ABOUT 4-H

Things Liked Least	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	-----PERCENT-----								
Nothing	55	55	33	51	55	42	44	41	47
Meetings	12	9	13	9	10	28	27	27	18
Projects	9	10	9	3	5	10	12	12	10
Childish activities	4	0 ¹	0	1	0	1	0 ¹	2	1
Some leaders Behavior of some members	3	0 ¹	3	2	2	4	4	1	3
Reports	10	1	2	2	2	3	3	5	4
Others	2	7	18	3	6	1	1	5	4
Total	5	18	22	29	20	11	7	8	13
	101	100	100	100	100	100	98	101	100
Number of Members	208	205	116	95	89	164	307	165	1349

¹Less than 0.5 percent

The members were given a list of items relating to possible value or benefits of their 4-H projects. They were asked to check as many as they felt were appropriate from their experiences with a project (Table 131). The item "new skills and ideas I received" was selected as the factor liked most by the members in all the areas studied. "Good feeling of something belonging to me" and "thrill of exhibiting my project" were selected by 35 to 53 percent of the members in each area as a characteristic of project work that they liked most. The "thrill of winning over others" and the "money I received," were checked by members less often. Projects seem to satisfy a need to learn new things, to own something, and to gain recognition.

Attitudes Towards Suggested Changes in the 4-H Program

The members were given a list of suggested changes for the 4-H Club program and were asked to indicate whether they agreed or disagreed with the suggested changes (Table 132).

Approximately 40 to 80 percent of the members in each area agreed that there should be more parent participation, better project materials, more tours and trips, more help from leaders, more camping activities, more interesting meetings and more and different projects.

TABLE 131. PERCENT OF 4-H MEMBERS
WHO LIKED VARIOUS ASPECTS OF PROJECTS IN 4-H

Things Liked Most	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	PERCENT								
Money I received	25	4	17	18	12	15	13	3	12
New skills and ideas I received	67	78	90	88	87	79	63	90	71
Good feeling of something belonging to me	35	35	46	45	45	43	41	53	39
Thrill of exhibiting my project	43	47	66	35	51	39	36	67	45
Thrill of winning over others	24	16	25	22	12	13	19	12	17
Number of Members	288	270	134	132	116	213	493	210	1856

Less than 25 percent of the members in each area wanted a new name for 4-H, fewer members, or fewer recreational activities.

The proportion of 4-H members who favored having uniforms ranged from 20 to 60 percent in the various study areas. Strong support was given for having uniforms in Nassau County where they already have them and in DeKalb, especially among the negro members. Almost all members evidently favor more recreational activities, including more tours and trips; they also want more 4-H members. Most of them, but in some areas not more than half, feel members should have to carry a project. Evidently members generally feel the projects should be improved and the meetings made more interesting.

Non 4-H Members

In Jackson County data were collected from non-4-H members in the fifth and sixth grades in three different schools. Arrangements were made to administer a questionnaire in a group interview during school hours, and information was collected from 83 boys and girls who were not 4-H club members in 1962. Twenty-eight percent were in the fifth grade and 72 percent were in the sixth grade.

Characteristics of Non-Members

Of the 83 non-members interviewed in Jackson County, 49 percent were boys and 51 percent were girls. All were 10, 11 or 12 years of age with the modal group being 11 years old (Table 133).

TABLE 132. PERCENT OF MEMBERS
WHO AGREED WITH SUGGESTED CHANGES IN 4-H PROGRAM

Changes	Kalamazoo	Denver	Jefferson	Multnomah	Portland	Jackson	DeKalb	Nassau	Total
	----- PERCENT -----								
More parent participation	69	59	68	68	67	78	60	58	64
New name for 4-H	9	12	2	11	9	10	24	3	12
Fewer 4-H members	5	6	7	8	2	5	9	7	7
Better project materials	50	67	72	60	71	73	75	60	66
Uniforms for 4-H	16	35	42	35	27	48	62	60	44
More tours and trips	74	73	78	77	82	82	78	80	78
Fewer recreational activities	9	7	5	7	7	13	11	9	9
More help from leaders	44	52	46	51	50	58	58	30	50
More prizes and awards	41	36	28	24	20	40	50	40	39
4-H members have to take projects	93	56	73	45	52	63	55	45	60
More help from extension agents	33	37	43	29	37	45	47	48	41
More camping activities	54	53	56	60	65	69	77	66	64
More interesting meetings	64	63	68	64	73	76	77	63	69
More and different projects	70	82	63	63	80	72	73	76	73
Number of Members	242- 250	259- 266	133- 134	129- 131	114- 115	204- 212	402- 444	202- 208	1685- 1760

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A range in number of respondents is given because a few members did not respond to selected items.

Only 5 percent of the non-members interviewed lived on a farm at the time, but 27 percent of them had lived on a farm at one time. When asked to indicate their religious preference, 62 percent indicated Protestant, 12 percent Catholic and 26 percent gave other religious preferences.

TABLE 133. DISTRIBUTION OF NON 4-H MEMBERS IN JACKSON COUNTY BY AGE

Age	Number	Percent
10 years	16	19
11 years	43	52
12 years	24	29
Total	83	100

The respondents were asked to indicate the occupations of their fathers. Eleven percent gave their father's occupation as professional, which is about the same proportion as the total in the county. Of other occupational categories, the non-members were over-represented by operatives or semi-skilled laborers and under-represented by other white collar occupations (Table 134). Of the non-members, 47 percent had fathers in operative occupations whereas the county had 21 percent in that category.

TABLE 134. DISTRIBUTION OF NON 4-H MEMBERS
BY FATHER'S OCCUPATION, JACKSON COUNTY

Occupation	Number	Percent
Professional, technical and kindred workers	8	11
Farmers and farm managers	1	1
Managers, officials and proprietors	4	5
Clerical, kindred and sales workers	9	12
Craftsmen, foremen and kindred workers	17	23
Operatives and kindred workers	32	44
Private household workers	0	0
Service workers	2	3
Farm laborers and other laborers	0	0
Total	73	99

Thirty percent of these non-members indicated that their mothers worked outside the home.

The respondents were asked about several items that they may or may not have in their homes (Table 135). About 92 percent indicated they had one or more telephones, 98 percent indicated they had one or more automobiles (34 percent indicated they had two), 98 percent said they had at least one television, 96 percent indicated they had one or more bathrooms and 64 percent said they had at least one stereo or Hi-Fi set. These non-members were quite similar to members in Jackson County regarding the level of living items.

TABLE 135. DISTRIBUTION OF NON 4-H MEMBERS
BY NUMBER OF MATERIAL POSSESSIONS IN HOMES, JACKSON COUNTY

Items	Number of Items			Total Number	Total Percent
	None	One	Two or more		
Telephone	8	57	35	83	100
Automobile	2	58	40	83	100
Television	2	57	41	83	100
Bathroom	4	64	32	83	100
Stereo or Hi-Fi	36	46	18	83	100

The respondents were asked if they had their own bedroom, and 14 percent said "yes". Eighteen percent took weekly music or dancing lessons and 54 percent said they have traveled outside their own state during the past year. The non-members were less likely to have or do these things than were members.

Family Participation in 4-H

Respondents were asked if they had any brothers and sisters with 4-H experience and only eight of the 83 respondents said, "yes". Only three percent of the fathers and 4 percent of the mothers were 4-H members. Only one had a parent who served as a 4-H leader.

Perception of the Purpose and/or Value of 4-H

Respondents were asked if they had ever heard of 4-H. Almost all, 98 percent, had. They were asked what 4-H meant to them. Over one-third, or 39 percent, perceived 4-H as being "fun and work" (Table 136). Thirty-five percent mentioned "learn things," and 8 percent said it meant "nothing to them". Other replies given were: "Not allowed to join", "have something to do", "citizenship", and "head, heart, health and hands". The non-members were more likely to mention "fun and work" than the members, who emphasized learning.

TABLE 136. DISTRIBUTION OF NON 4-H MEMBERS
BY PERCEPTION OF 4-H PURPOSE, JACKSON COUNTY

Purpose	Number	Percent
Learn things	26	35
Fun and Work	29	39
Have something to do	3	4
Citizenship	2	3
Nothing	6	8
Head, heart, health, and hands	2	3
Not allowed to join	4	5
Other	3	4
Total	75	100

Extent of Participation in 4-H

The respondents were asked if they were ever 4-H members. Six of the 83 had been; four were members for one year and the other two for two years. Seven of the 83 had enrolled in 4-H for 1963. The others were asked why they didn't enroll. They gave a variety of reasons. The reasons were grouped into eight categories (Table 137). The most often cited reason, by 35 percent, was because of a conflict with other organizations. Seventeen percent mentioned lack of time, 15 percent mentioned transportation as being an obstacle and 11 percent said they didn't want to join. Only 6 percent said no club was available.

These non-members differed from 4-H members primarily in their perception of the purpose of 4-H, the task requirements, lack of previous family participation in 4-H, and were somewhat lower in socio-economic status.

TABLE 137. DISTRIBUTION OF NON-MEMBERS
BY REASON FOR NOT ENROLLING IN 4-H, JACKSON COUNTY

Reason	Number	Percent
Transportation	11	15
Lack of time ¹	12	17
Don't want to	8	11
Don't want to, enrolled in other organizations	2	3
No club available	4	6
Unable to carry 4-H project	1	1
Conflict with other organizations	25	35
Other	9	13
Total	72	100

Summary

The members in these urban areas were usually in the 5th, 6th and 7th grades in school. About 3 out of 4 were girls. They were primarily selected from the more advantaged urban youth in these areas as measured by intellectual capacity, school achievement, fathers' occupation and level of living. A small proportion had farm experience. Only one area had a large number of Jewish members while in all other areas members were almost entirely Protestant or Catholic in religious affiliation.

Approximately half belonged to a church youth group and the same proportion to a school youth organization. Less than one-third in most areas belonged to other national youth groups.

About half of the members had a brother or sister with 4-H experience. Relatively few of the parents had been 4-H members. Participation of parents in the program varied considerably from one urban area to the other. Parents and friends were most influential in motivating youth to join 4-H.

The members perceived the educational and social opportunities as the most valuable aspects of 4-H. Working on projects and exhibiting them were chief sources of satisfaction. Most dissatisfactions pertained to the meetings. Members generally expressed a high degree of satisfaction, but the older members were aware of the rural stigma associated with 4-H. Pervasive interest was expressed in having more participation by leaders, better project materials, different projects, more tours and trips, more camping, and more interesting meetings.

LOCAL ADVISORY COMMITTEE MEMBERS

Introduction

County governments provide partial financial support for operation of the Extension Service. In order to administer these funds some type of linkage exists between county government and the Extension organization. Local control is exerted through county government and various kinds of advisory committees. These committees assist the staff in formulating policies and developing programs in the county. They are a key link between Extension, local government and higher level offices of Extension. They provide a function of legitimizing the program locally. The attitudes and expectations of these committee members influence to a great extent the roles performed by county staff.

The general purpose of obtaining data from this group was to identify their perception of the importance of 4-H and the need for it in urban areas. Specifically, data were collected on their perception of the purpose of 4-H, need for it in an urban area, perceived differences in 4-H and other youth groups, feelings about local government's role in financing 4-H, and feelings about the success of the present program.

In each of the eight areas studied, information was obtained from members of local Extension Advisory Committees. In all areas a formal advisory committee was organized to advise on policy and procedures relating to the 4-H Club program. In addition, each area had one or more overall Extension Advisory Committees. The names and membership of these advisory groups varied a great deal from area to area, however, their functions were similar. Fifty-six Extension 4-H Advisory Committee members completed a questionnaire in this study (Table 138). The majority of these were 4-H leaders' groups. Also, data were obtained from 19 members of overall Extension advisory groups; thus, a total of 75 Advisory Committee members were included in the study. Most of the 4-H advisory committee members were female. The information was usually collected in a group interview situation, however, in some cases it was possible to interview in depth respondents after they completed the questionnaire.

TABLE 138. EXTENSION ADVISORY COMMITTEE
MEMBERS INTERVIEWED

Group	Number
Extension 4-H Advisory Members	56
Overall Extension Advisory Members	19
TOTAL	75

Perception of the Purpose of 4-H Work

The advisory committee members were asked what they saw as the purpose of 4-H Club work. About 75 percent of the respondents mentioned teaching practical skills. A 4-H leader in Nassau County said that "4-H Club work offers youngsters excellent opportunities through education in the projects to become good citizens, to develop poise and self confidence, feelings of accomplishment, public speaking ability and new friends. It also helps many youngsters find their life's work." Another 4-H leader from Jackson County said, "4-H was to teach young boys and girls to learn to complete a project." In Jefferson County a leader said the purpose of 4-H was, "to let kids learn new skills, like wiring a lamp in the electricity project." Other purposes mentioned quite frequently by the advisory committee members were: develop leadership, develop citizenship, teach youth to work together, keep their time filled with worth-while activities and help youngsters find their life's work.

The respondents were also asked what value 4-H Club work is for youth in urban areas. Again, the idea mentioned most frequently was "to teach youth skills they would not otherwise have a chance to learn." About one-half of the respondents said that 4-H helped to develop leadership and citizenship.

A leader in Portland said the value of 4-H was "in getting youth of similar interests together to work together." In Kalamazoo County a 4-H leader felt that 4-H was "A way to bring about better understanding of the farmer on the part of the urban people." A 4-H leader in DeKalb County, who was also a school teacher, said that 4-H is "to give youth something constructive to do in their free time." Two advisory committee members were doubtful if 4-H could be of any value to urban youth.

Perception of the Need for 4-H

All the advisory committee members included in the study, except two, felt that there was a need for 4-H in urban areas. When asked why they felt this way, the majority said urban youth have more leisure time and 4-H provides them with the opportunity to utilize this time constructively. A

leader in Nassau County said, "4-H satisfies the needs of the youth who are interested in homemaking, agriculture and woodworking pursuits." A leader from Multnomah County felt this way: "Young people don't have enough to do, and it keeps them busy." In Denver County a leader said, "4-H provides additional learning opportunities not available in the school or from other sources." Other reasons mentioned included: "Urban youth should have the opportunity to learn by doing as do rural youth," "to acquaint urban youth with rural life," and "give urban youth an understanding and knowledge of agriculture and home economics." The two advisory committee members who didn't see a need for 4-H in urban areas gave the following reasons: "City youth have many other clubs to join," and "4-H belongs to farm youth, let the Extension Service take something else to the city."

When asked if they saw a difference between urban and rural 4-H, about 70 percent of the respondents thought there was a difference. The differences mentioned most frequently pertained to the projects available for the members. Some advisory committee members also mentioned that rural 4-H is more family centered and parents participate more in its activities.

Difference Between 4-H and Other Youth Groups

The respondents were requested to indicate whether they saw any difference between 4-H and other youth groups. Seventy-two of the 75 respondents felt that there was a difference between 4-H and other youth groups. The major difference cited by most advisory committee members was that 4-H has more fundamental education whereas other youth groups emphasize recreational and social activities. Examples of responses given were: "4-H projects are more interesting," "youth run the 4-H activities," and "4-H teaches skills whereas other youth organizations are more social in nature." Also, several mentioned the practical value of the projects taken in 4-H and how they are related to vocations in life. One leader from DeKalb County said: "Other organizations have dues and compulsory attendance of leaders at leader training meetings."

When a few of the advisory committee members were interviewed in depth, the extent of their loyalty to 4-H was revealed. They accepted the general idea that other youth groups exist but their value is very limited when compared to the contributions that 4-H makes to the development of boys and girls. However, it was very difficult for the respondents to identify differences in 4-H and other youth groups when asked about specific contributions or benefits to a boy or girl. Their comments tended to emphasize their rural value orientation and loyalty to rural youth and organizations.

Feelings About Local Government Financing 4-H Club Work

Advisory committee members were requested to indicate how far the Cooperative Extension Service should go in using its resources (personnel

and funds) to serve urban youth with 4-H Club work. All those who responded to this question were in agreement that the Extension Service should support urban 4-H as much as possible. However, they said Extension should not neglect rural youth, and if other resources are available they should be used to serve urban youth. This showed the rural orientation of the advisory committee members.

There was a general agreement in all the areas that the county government should put even more financial resources into 4-H than it now does. In this way, the advisory committee members felt that 4-H would become familiar to the urban people because many people would be interested in how their money is spent.

When several advisory committee members were asked about the logic of government financial support for 4-H and not other groups, the answer generally was that it has become traditional. They mentioned that the other youth groups also have become traditional in their sources of financial support.

Feelings About Success of the 4-H Program

The advisory committee members were requested to indicate how successful they felt urban 4-H Club work had been in their area. The responses varied all the way from very successful to not successful at all. About 10 percent of the respondents said it was not successful at all while 35 percent said it had been fairly successful. The other 55 percent said it had been successful. Several of the advisory committee members pointed out weaknesses in the program. Most often mentioned was the need to develop more projects for urban boys. Other committee members mentioned that 4-H is a good program but could be much more successful if it would reach more members, involve more leaders and increase their tenure. Another respondent said: "It is good on the elementary level, poor on the high school level." "4-H could be improved with more leadership and publicity," was the statement of another person.

In general, the advisory committee members were very proud of the present program and optimistic about the possibility of developing 4-H with urban youth.

LOCAL GOVERNMENTAL REPRESENTATIVES

Introduction

The proportion of the total extension budget in the United States provided by county governments is about 20 percent. This proportion varies considerably from one county to another, but it is a significant amount--ranging all the way from providing office space, secretarial assistance, office supplies and staff travel expenses to paying a major share of the staff salaries. If the 4-H program is to be extended to urban areas, the perceptions and attitudes of county government officials, who have the authority to allocate resources, are major determining factors.

The purpose of obtaining data from government representatives at the local level is to identify their perceptions of and feelings about the 4-H program. Specifically, information was obtained about their understanding of the 4-H program, their appraisal of it, and the extent to which they were willing to commit financial resources to the program.

In all eight areas included in the study, data were obtained from local representatives of city and county government. The organizational structure and titles of representatives from these local government units varied from area to area. The basic criterion used in selecting government representatives for the study was whether their position gave them influence or the authority to make decisions on the allocation of resources for the Extension program. Data were obtained by personal interviews with 23 representatives from county government, 4 representatives from city government and 2 individuals indirectly representing city government (Table 139).

TABLE 139. REPRESENTATIVES FROM COUNTY AND CITY GOVERNMENT FROM WHOM DATA WERE COLLECTED

Group	Number of Individuals
Representatives from County Government	23
Representatives from City Government	4
Other	2
Total	29

Knowledge of 4-H Club Work

About 75 percent of the representatives of local government felt they were fairly well acquainted with the nature and scope of 4-H Club work. Another 15 percent said they were somewhat familiar with the program while 10 percent indicated they knew nothing about 4-H. In fact one county commissioner said he knew so little about 4-H that he wouldn't answer any questions. In probing deeper with the respondents, it was determined that that about one-half viewed 4-H strictly as a rural-oriented agency designed to serve youth in the broad areas of agriculture and home economics. Several of the respondents expressed surprise and some concern that 4-H was operating a program in urbanized areas.

Perception of the Purpose of 4-H Work

The respondents were requested to indicate what they thought was the purpose of 4-H Club work. About 80 percent indicated that the major purpose of 4-H was to teach young people skills, especially those not taught in school. The emphasis in the responses seemed to be on the teaching of practical skills. A government official in Jackson County said that "4-H should provide worthwhile leisure time activities which should be both educational and recreational." Another governmental representative said, "I'm not sure, maybe 4-H has clarified their purpose." Developing leadership and citizenship were also mentioned several times.

Respondents in five areas felt that 4-H should provide opportunities for boys and girls to learn about agriculture and homemaking. They defined agriculture broadly, and felt boys and girls in urban areas should understand agriculture as well as learn to be homemakers. To some extent this reflected their association of 4-H with farming and rural life.

Perception of the Need for 4-H

The representatives from government indicated whether they felt 4-H was needed in urban areas. The responses showed quite a variety of mixed feelings in regard to this item. About one-half felt 4-H was needed in urban areas because youth in urban areas have an abundance of leisure time and need to utilize it constructively. They also felt they needed to be acquainted with agriculture, homemaking and rural life in general. One respondent said, "urban kids should know something about agriculture."

The other one-half felt 4-H was not needed in urban areas. They thought 4-H was an excellent program for rural youngsters but not city youth. For example, one respondent said: "It is money down the drain. This county is already spending \$750,000 annually for youth organizations, and this is in addition to what schools cost." The present organizations, he felt, provided ample opportunities for boys and girls in the county. Another respondent said: "4-H is needed in the fringe areas of the city and

in the suburbs but not all over the city." A third example of the thinking of the group was: "At the present time it is not necessary."

A young county government representative questioned the need for 4-H and said, "the only reason the Extension Service is justified is on a historical basis." He could see little value in having an agriculture department in the urban area.

There tended to be some association between the degree of rural orientation of officials and their feeling about the need for 4-H in urban areas. Generally, those respondents with a rural background and orientation felt that every boy and girl needed 4-H regardless of place of residence. Those government officials with the more urban background and orientation did not feel the need for 4-H in urban areas. However, in all cases the respondents had a positive feeling about the 4-H program. The major question was whether it fitted the needs of urban youth.

Feelings About Local Government Financing 4-H Work

The respondents were asked about local government's role in financing 4-H in urban areas. The responses were highly correlated with the perceptions of the need for 4-H in urban areas. Those who felt there was a need for 4-H in urban areas were in favor of having local government provide additional funds and personnel in order to strengthen the program. One respondent said: "The county is saving money in the long run by spending it on youth organizations rather than on juvenile delinquency." One agriculturally oriented member of county government was favorable to additional finances for urban 4-H work, but realized it would be very difficult to persuade the urban oriented committee members to agree with him.

Those who felt 4-H was not needed in urban areas were generally against increasing appropriations to serve youth in urban areas. For example, one respondent said: "It is not the county government's role to support a youth organization for all boys and girls." He said other voluntary youth organizations in the county are doing an adequate job. A second respondent with this feeling said: "It is not logical to have government support one youth organization and not the others." Yet he continued, "It has become traditional, and traditions are difficult to change even though they seem illogical."

While almost all respondents expressed favorable feelings about 4-H Club work, about one-half would not support additional financial resources for expanding the program.

SCHOOL ADMINISTRATORS

Introduction

Effective channels of communication must be established with youth in order to recruit and organize members. The school is an organization which provides easy access on a face to face basis to youth in relatively few locations. It has a captive audience. Within the school, the administrators are "gate-keepers" who have authority to grant the right to distribute literature, use the physical facilities for meetings, or even have the 4-H program as an integral part of the school curriculum. The image and perceptions that these administrators have of the 4-H program will likely determine the relationships between the school and the 4-H program.

Eighty-eight school administrators were interviewed. In five of the areas studied, a random sample of principals were selected for personal interviews, in most cases by telephone. In the other three areas, a few principals were contacted (Table 140). In all areas the chief administrator of the public school system, or his assistant, was interviewed in person. This interview usually served these purposes: provided information about the administrator's attitudes toward the 4-H program, sought his approval for meeting with the sample of 4-H members on school time (where this had not been previously arranged by the 4-H staff); and requested his approval to obtain mental aptitude and achievement scores for the members.

The school is an important linkage with the 4-H Club organization in these urban areas. In all areas studied, the schools provided physical facilities for meetings and channels for publicizing and promoting the 4-H program. In two cities, Denver and Portland, the school board assisted in financing 4-H staff members. One staff member in Denver had a dual appointment, being employed half time by the schools and half time by 4-H. In Portland the 4-H agent in charge of the office was a supervisor in the public school system. Several schools in the urban areas permitted assemblies at which 4-H awards were presented to members.

Degree of Knowledge About 4-H

Administrators were asked how well-acquainted they were with the 4-H program. They varied considerably from one area to the other in their self perceived level of knowledge. Most of the principals felt they were either "fairly well acquainted" with the program or "not acquainted at all" (Table 141).

TABLE 140. NUMBER OF SCHOOL ADMINISTRATORS INTERVIEWED

<u>City or County</u>	<u>Number</u>
Kalamazoo	2
Denver	5
Jefferson	11
Nassau	19
Jackson	20
Portland	3
Multnomah	12
DeKalb	<u>16</u>
Total	88

In Nassau County where 14 of the 19 school principals said they were not acquainted with the 4-H program, such comments were received as, "not very, it is a rural group;" "I know a little bit about it, but most people think of it as animal." Several principals indicated they were acquainted with 4-H when they taught at rural schools but were not well informed about the program in the urban areas.

The assistant superintendent of schools in the city of Denver, to whom the school teacher working half time with 4-H is responsible, was very well informed since he took the initiative to organize 4-H in the schools about 1944. This man was a 4-H member at one time and his superior in the school system, the Superintendent of Schools, was a vo-ag teacher.

TABLE 141. DISTRIBUTION OF SCHOOL ADMINISTRATORS BY DEGREE OF KNOWLEDGE ABOUT 4-H

Knowledge About 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
	-----Number-----								
Well acquainted	1	2	3	1	3	0	4	2	16
Fairly well acquainted	1	1	4	4	3	3	5	11	32
Not acquainted	<u>0</u>	<u>2</u>	<u>4</u>	<u>14</u>	<u>14</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>38</u>
Total	2	5	11	19	20	3	11	15	86

How well acquainted the principals were with the 4-H program depended upon how aggressive the local staff was in keeping the principals informed about the 4-H program, the extent to which principals were involved in the 4-H program, and whether the principal's background was rural.

Perception of Purpose of 4-H

The school principals were asked what they saw as the purpose of 4-H Club work. Most often mentioned was development of skills (Table 142). Many perceived 4-H as developing leadership and teaching group skills, i.e. how to work and get along with others. Several saw the purpose as developing citizenship. One Nassau principal said, "it gives girls ideas about home-making and it gives boys arts and crafts." Another principal said, "it promotes good citizenship, teaches kids to respect one another, and promotes pride in the home;" another, "it teaches kids to get along together and teaches them specific skills." Several included the idea that it offers project work in agriculture and home economics to interested boys and girls.

In Denver where 4-H often meets on class time, several principals said the purpose was education and development of the individual. They saw it as supplementing the school curriculum by having a broadening effect on the individual. A few principals, where 4-H was not an integral part of the school, said the purpose of 4-H Club work was to help boys and girls learn things not otherwise available to them through the schools. A few principals saw the purpose from a different point of view. Two felt it was the same as the rural program, and they were not sure what the purpose would be in the city. Another said it was a residual organization that picks up left over students who don't join other groups. One principal saw it as an organization for slow learners.

Perception of Need for 4-H

Principals were asked if they felt there was a need for 4-H in the urban areas. In half of the areas, a majority of the principals saw a need but in the other four areas, half or more either said "no" or they were "not sure" (Jefferson, Nassau, Jackson and DeKalb) (Table 143).

Those who said there was no need, or were not sure, cited the organizations and activities already available for the youth in the urban areas--or felt the organization was rural and did not fit the urban culture. A Nassau principal said there is no need because there are already too many organizations and activities, such as religious instruction available to youth, social dances, band, chorus, scouts, etc. Another principal in the same county said youth in that area do not need to know anything about farming.

TABLE 142. DISTRIBUTION OF SCHOOL ADMINISTRATORS
BY PERCEIVED PURPOSE OF 4-H CLUB WORK

Purpose of 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
-----Number-----									
Same as rural	0	0	0	1	1	0	0	0	2
To develop leadership	0	1	0	1	4	0	3	3	12
To develop citizenship	0	2	1	4	1	2	0	0	10
To develop skills	0	0	4	8	9	1	4	5	31
Promote participation and cooperation	0	1	0	4	3	0	3	1	12
Others	<u>1</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>14</u>
Total	1	7	7	18	19	3	12	14	81

TABLE 143. DISTRIBUTION OF SCHOOL ADMINISTRATORS
BY PERCEPTION OF NEED FOR 4-H

Is 4-H Needed in Urban Areas?	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
-----Number-----									
Yes	2	4	5	7	10	3	8	8	47
No	0	0	4	5	2	0	2	3	16
Not sure	<u>0</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>8</u>	<u>0</u>	<u>1</u>	<u>5</u>	<u>23</u>
Total	2	5	11	18	20	3	11	16	86

In another area, a principal said there was no need because present school activities are sufficient for the youth. Another one in the same county said certain kids might need it but there are so many activities that 4-H is rated very low. He went on to say "there are so many youth groups and boys and girls who are already real active in scouting--4-H must update itself." A Jefferson County principal who saw little need for it said, "the 4-H program is still rural oriented." Another said zoning prohibited having animal projects, but the same person said that 4-H is okay for girls. One principal said the curriculum in home economics is far superior to what 4-H can offer.

Those who perceived a need for 4-H in urban areas used as criteria the quality of the program and its potential for satisfying needs of urban youth. One principal said there are professional people in 4-H who are more qualified than those in other youth organizations, and 4-H is more challenging. A Nassau County principal saw a need because the Hebrew organization was poorly organized and the Girl Scouts didn't amount to much.

When asked what value 4-H would be in the urban areas, most principals cited the educational activities of the program in that it would provide additional skill-learning experiences, that it would make better use of youth's leisure time, or that it would improve the individuals.

The general feeling among those who said there was a need for 4-H in the urban areas was that the urban youth need to have constructive activities for the wise use of leisure time, and 4-H has worthwhile projects to offer. Those who saw no need for 4-H in the urban areas tended to say that the 4-H program is rural oriented, that there are already too many organizations available for youth in the urban areas, or that the school is already teaching much of what 4-H has to offer (Table 144).

TABLE 144. DISTRIBUTION OF SCHOOL ADMINISTRATORS BY REASONS WHY 4-H IS OR IS NOT NEEDED IN URBAN AREAS

Need for 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
	-----Number-----								
Due to content of program	2	1	2	4	3	2	4	3	21
Due to increasing numbers of youth	0	1	0	1	2	0	0	0	4
Satisfies needs of youth	0	0	1	2	2	0	1	0	6
Make better use of leisure time	0	1	1	1	1	0	1	2	7
Too many organizations and activities already	0	1	4	6	6	1	1	4	23
Others	0	0	2	1	1	0	0	0	4
Total	2	4	10	15	15	3	7	9	65

Differences Between 4-H and Other Youth Groups

When asked if there was a difference between 4-H and other organizations serving youth, the principals were fairly evenly divided (Table 145). In Nassau, Kalamazoo, Jackson, Portland and DeKalb, half or more said there was no difference. In Jefferson, Denver and Multnomah, most of them saw 4-H as being different.

TABLE 145. DISTRIBUTION OF SCHOOL ADMINISTRATION BY PERCEPTIONS OF WHETHER 4-H IS DIFFERENT FROM OTHER YOUTH GROUPS

Does 4-H Differ from Other Youth Groups?	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
	-----Number-----								
Yes	1	5	7	9	6	0	9	6	43
No	<u>1</u>	<u>0</u>	<u>4</u>	<u>9</u>	<u>14</u>	<u>3</u>	<u>2</u>	<u>9</u>	<u>42</u>
Total	2	5	11	18	20	3	11	15	85

Principals who felt 4-H was different were asked what the differences were. Most statements referred to the program in 4-H having more variety and depth along with 4-H projects being more practical (Table 146). A few said 4-H is more educational and has trained leaders. A few others said 4-H covers a wider area and meets the needs of individuals more adequately. One principal in Nassau County said 4-H has less ritual; another cited the difference in organization and method. One principal said "4-H is more down to earth." A few of the principals also mentioned that 4-H means the farm and other youth groups mean the city. None of the principals mentioned that the 4-H program is attached to the university or that it is supported by tax money.

Schools Policies for Working With 4-H

All except a few of the principals said they cooperated with 4-H in doing urban work. Furthermore they felt they should cooperate with 4-H. Most of this cooperation was either in the form of providing channels for 4-H publicity and recruitment during school time, allowing use of the buildings and other school facilities for 4-H activities, or permitting certain kinds of club activities on school time. In most cases building facilities were used after school free of charge if extra janitorial services were not required.

TABLE 146. DISTRIBUTION OF SCHOOL ADMINISTRATORS BY PERCEIVED DIFFERENCE BETWEEN 4-H AND OTHER YOUTH ORGANIZATIONS

Perception of 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
	----- Number -----								
4-H is family centered	0	0	0	1	1	0	1	0	3
4-H projects are more practical	0	2	1	4	1	0	2	0	10
4-H is less formal	0	0	0	1	0	0	0	0	1
4-H differs in approach or methods	0	2	1	1	0	2	1	1	8
4-H has trained professional leaders	0	0	1	1	1	0	1	2	6
4-H program has more variety and depth	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>10</u>
Total	1	5	4	11	6	2	6	3	38

In Jackson and DeKalb counties most principals said they provide facilities, distribute information about 4-H, and allow 4-H to put on assembly programs. In Denver and DeKalb, several 4-H Clubs met on school time. In Denver, principals encouraged teachers to be interested in 4-H, but the atmosphere was generally permissive. Teachers were encouraged to participate if it didn't interfere with their responsibilities as a teacher. One principal felt the total benefits of the 4-H program could not be realized by having 4-H as a part of a class situation.

The principals were also asked in what way 4-H Club work can supplement the school curriculum. About half said 4-H can provide additional learning opportunities. About one-fourth said the program develops other special interests which the school does not provide, and a few said it provides practical experiences; a few others said it helps to improve the social skills of the youth.

Several principals mentioned specific ways in which 4-H can supplement the school curriculum. One said 4-H could supplement the school curriculum in the areas of wildlife and science, while another person mentioned cooking, sewing and entomology. One principal in Nassau County emphasized the value of projects, such as sewing and cooking. He said his school teaches arts and crafts, but felt students need as much as they can get. Another said the program in crafts supplements the school. Another principal saw no duplication of work in 4-H and home economics in the

schools. One principal cited the additional resources 4-H can supply to the school. It was observed by the researchers that private or parochial schools tended to regard the resources provided by the 4-H program in a favorable light because most non-public schools did not offer home economics or crafts, such as is done in most public schools. The principals of the negro schools in DeKalb County also seemed to be quite enthusiastic about the 4-H program, because negro schools were limited in extra-curricular activities and 4-H provided vocational training which had immediate benefits for negro youth.

Several principals saw no possibility of 4-H supplementing the school curriculum. One elementary principal said, "not in elementary schools, but it might be easier in the senior high." Another, "it could give the slower learners a chance to achieve." One principal said, "in no way, they are completely separated." Another thought it could, but his school teachers were so busy with other things that they didn't have time for 4-H. Several principals indicated they did not know how 4-H might supplement the curriculum.

When asked what policies the school has for working with youth groups such as 4-H, most principals mentioned the channels for publicity and recruitment permitted in the school and free use of buildings and facilities. Almost all said their policies were the same for 4-H as for other youth groups, except in DeKalb and Denver where 4-H meets on school time, and in Portland where a 4-H staff member is employed by the city schools.

The principals were asked what they thought the relationship would be between the school and youth groups, such as 4-H, in the future. Several admitted they did not know, but of those who answered almost half felt they would be about the same as now. About one-fourth said there would be a closer relationship between these voluntary youth groups and the schools, and about one-fourth said there would be more limited relationship. One principal in Denver who had been a 4-H leader said that 4-H will likely be further removed from the school. He felt the school curriculum isn't organized in such a way that 4-H can be related to it. The trend is to pay teachers for extra-curricular activities, and 4-H lends itself to an outside-the-school program. He said it can't operate successfully through the school because (1) lack of continuity of leadership--teachers leave and students go to other classes; (2) 4-H is over and above what the teachers do in class; (3) some of the program is not available if you have it in school; (4) there is lack of teacher interest. This principal was in a school where 4-H is now meeting on school time. In DeKalb County the trend has been for 4-H Clubs not to meet on school time. In this county, until recently, all clubs met on school time, but several key people felt no clubs will be meeting on school time in the near future. A principal in Denver said that the school was taking over more and more of the time of the students and it is going to be more difficult for youth organizations to compete with the schools. Several principals said the school will become more and more the center of the child's life. Hence, the school will continue to be limited in the ways by which it can cooperate with 4-H. One principal in Jefferson saw a trend towards more community recreational centers which take up the time of the students, especially in the summers.

Several of these urban public schools offered sewing, cooking and personal grooming in the 7th and 8th grades to girls. Also, in most of these public schools, boys in the 7th and 8th grades have the opportunity to take courses in woodwork, ceramics, metal work, electricity, printing and textiles or some type of related courses. Students usually are required to take these vocational courses for one year.

Feelings of School Boards and Teachers

Principals were asked how the school boards felt about schools cooperating with the 4-H program. Whereas several principals said they did not know how the school board felt, about all the principals who voiced an opinion said the school board saw their limited cooperation with 4-H as being good (Table 147). They tended to feel the school boards were favorable to any relationships that can be developed with local youth groups. In one area where 4-H was highly involved in the school system it was not clear if the school board had ever discussed this relationship or were even aware of it.

The school principals were also asked how their teachers felt about cooperating with the 4-H program. While a large number of the principals perceived the teachers as rating the 4-H program as worthwhile, almost as many said the teachers considered it only fair or they did not support it. Many principals did not know how the teachers felt about it. In DeKalb County, 6 principals said the teachers thought it was good and 6 thought they considered it fair. The findings were similar in Jackson County.

In Nassau County a principal said teachers are taking courses locally and have little time to work with youth groups. Another principal said, "they are not involved, 90 percent of the teachers live outside the community. The home economics teacher only wants to see that the equipment is left in good shape." Another principal said, "the teachers think these groups should be outside the school." One said teachers don't know much about 4-H. In Jackson County most principals thought the teachers would cooperate with 4-H as long as it doesn't interfere with school work. Several principals in Jefferson County felt the teachers knew very little about 4-H and were not even aware that it existed in the urban area. In Kalamazoo, one principal said rural teachers think 4-H is good and urban teachers do not.

One Denver teacher who was personally interviewed said that when she first started working with 4-H the parents were not interested in having kids in the club because they felt it was an animal program. She did a lot of personal selling to get it accepted. She and another teacher in the school, among a large staff, were the only ones who worked with 4-H. She said the rest of the teachers don't have anything to do with 4-H because it doesn't fit in with their schedule. In another Denver classroom, a teacher had a class with projects in forestry, wildlife, soil, minerals and water. This club met on school time, and all students in the class were required to take it as part of their social studies curriculum. This teacher felt the materials supplied by the university were very poor, also the scope of the projects were too

narrow and the materials too cheap. This teacher has not encouraged participation of members in any out-of-school 4-H activity. He said other teachers in the school are surprised when they hear that he is working with the 4-H program. The general reaction of the other teachers is "What, 4-H in Denver!" He had a similar reaction six years ago when he first heard about 4-H in the city schools, because he always thought it was a farm program.

Another Denver teacher is a leader for conservation and first aid. She teaches conservation in the 5th grade and first aid in the 6th. She herself grew up in a small town and was a 4-H member. She teaches the 4-H projects for about three weeks in March, every school day of the week. There are no 4-H activities outside the classroom. The researchers observed that the quality of the 4-H project work varied considerably from one class to the other and depended to a great extent upon the interests and skills of the teachers.

TABLE 147. DISTRIBUTION OF SCHOOL ADMINISTRATORS
BY PERCEIVED FEELINGS OF TEACHERS ABOUT 4-H

Feeling of Teachers About 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
	-----Number-----								
Think it is good	1	2	4	5	6	3	4	6	31
Think it is fair	0	1	1	1	6	0	2	6	17
Do not support it	0	2	0	1	3	0	2	0	8
Don't know how they feel	0	0	4	7	2	0	2	1	16
Total	1	5	9	14	17	3	10	13	72

Perception of Success of 4-H

Principals were asked how successful 4-H has been in the urban areas. The opinions were widely scattered with quite a few saying it has been successful, several saying "fair," several thinking "not very successful," and several others saying "not successful at all" (Table 148). Many principals could not give an evaluation. In Jefferson County, five of the principals said they did not have adequate evidence on which to make a judgment about the success of the program. The others in Jefferson County said 4-H has been successful or fairly successful, especially in developing a program for girls.

TABLE 148. DISTRIBUTION OF SCHOOL ADMINISTRATORS
BY PERCEIVED SUCCESS OF 4-H IN URBAN AREAS

Degree of Success of 4-H	Kalamazoo	Denver	Jefferson	Nassau	Jackson	Portland	Multnomah	DeKalb	Total
	-----Number-----								
Successful	0	2	4	2	1	2	3	1	15
Fair	0	1	2	2	6	1	3	2	17
Not very successful	0	1	0	7	0	0	3	3	14
Not successful	0	1	0	0	1	0	1	3	6
Total	0	5	6	11	8	3	10	9	52

Of four principals interviewed in Denver, 3 said 4-H has not been very successful in their school and 1 said it has been successful. In one area the Scouts were described as having saturated the community, signing up youth in the second grade. One principal said he can't get much interest from the teachers in 4-H because 4-H seems to be rural oriented and teachers are urban oriented. The county superintendent in a suburban county said his policies encouraged much homework which competes with youth organizations, although he was aware that people in the suburban community encouraged children to be active in organizations.

Counselors in Nassau County constantly pointed out the wide range of activities available to students which compete with out of school groups. A counselor said religious youth organizations are also very popular. Many students in one high school work after school, probably 25 percent. In summer as many as 80 percent of the students in this same school go to camp or work during the summer. Fraternities and sororities are active and compete for students time.

One counselor said when students start school they are interested in almost every organization but later on as they get into the higher grades they become more selective.

One top school administrator, a traditional supporter of 4-H, pointed out the program in 4-H is obsolete in many ways and too much farm oriented. He had discussed the situation with the state level 4-H people and told them they should get rid of the farm orientation in the city 4-H program. This man definitely felt there was a difference between 4-H and other youth organizations; he said the Y has a religious emphasis and Scouts have grades each one must pass through while 4-H is more individually oriented and based on example and precept. This man is satisfied with the success of

4-H in the city but feels the program needs to be changed. He feels the Extension staff should restrict themselves more to activities related to the youth program rather than trying to develop an adult educational program. He said, "You can't raise sugar beets in this city." He suggested new projects in the city, such as greenhouse projects. He also felt Extension should stop working only with Sears Roebuck, International Harvester Co., etc. He definitely feels the rural image can be changed in the city, but pointed out that the staff must realize this is not 25 years ago.

PERCEPTIONS OF INDIVIDUALS IN CIVIC GROUPS

Introduction

Civic groups represented one important public of the Extension organization. These local groups often provide financial resources to supplement money received from county government. Some groups assist in coordinating youth activities. Officials in civic groups are often urban influentials and are in positions to provide political support for the Extension youth program.

The general purpose of obtaining data from representatives of these groups was to determine their image of 4-H Club work. Specifically, data were collected on their perception of the purpose of 4-H, their feeling about the need for it in urban areas, their perception of the difference in 4-H and other youth groups, and their feelings about the government's role in financing 4-H Club work. All the respondents had lived in their communities for a number of years and were quite well acquainted with the people and the community.

Individuals from several civic groups in Denver, Nassau, Kalamazoo and Jackson were interviewed. These respondents represented the Chamber of Commerce, United Fund and Community Chest, the Council of Social Agencies and city recreational programs.

Perception of the Purpose of 4-H

In general, these 10 respondents felt fairly well acquainted with the Extension Service and specifically with 4-H. Two respondents were former 4-H members and another one had served as a 4-H leader.

This group of respondents generally felt the purpose of 4-H Club work was to develop character and leadership among the boys and girls. One respondent said the purpose of 4-H was the same as other youth groups except 4-H had professional leadership. Another said, "to help boys and girls understand agriculture and rural life." Again, this group tends to associate 4-H with rural life.

Perception of the Need for 4-H

The respondents were asked to indicate their feelings as to whether there is a need for 4-H in urban areas. Six of the 10 responses said "no"

and four were "not sure." In probing for further follow-up on this question a number of ideas were presented. Some were as follows: "It duplicates other available groups; 4-H would reach the same youth as other organizations do," and "a large amount of money is already being spent on youth organizations." One respondent said: "The rural orientation of 4-H must be changed." He felt there would be a need for 4-H in the urban areas only if the program is revised and brought up to date. He said that presently there had been only a transfer of the traditional rural 4-H program to an urban setting, and this has not been successful. In fact, he said his image of the typical 4-H leader in the city was: "The lady with the polka dot dress, the bushy hair and her slip hanging."

Another person said that the 4-H program should get out of the school system. He felt that if the school curriculum is deficient in social studies, then it is the responsibility of the school to improve that curriculum rather than an outside agency like 4-H.

A respondent who was quite familiar with the 4-H program was of the opinion that the 4-H agency should not compete with other agencies that are not tax supported. 4-H on the other hand could provide an important service to other youth organizations by making available the resources from the land-grant university to all youth groups.

Difference in 4-H and Other Youth Groups

The individuals representing the civic groups did not see any basic difference in 4-H Club work and other youth groups. They felt the overall objectives of 4-H and other youth groups were similar. One respondent said, "the only difference between 4-H and other youth organizations is that 4-H works with farm youth." Another said that "4-H seems to have better projects" while another indicated that "4-H seems to have better leaders." Several of the respondents mentioned that procedures used by 4-H, including the project requirements, were different from other groups. One person said that 4-H puts more emphasis on teaching skills and is perhaps more educational.

Government's Role in Financing 4-H Work

These representatives were generally opposed to having county or city governments put additional tax funds into 4-H work in order to extend the program to urban youth. They felt that 4-H was originally started to serve rural youth, and this should continue as its objective. If it serves urban youth, the financing should be the same as for other youth groups.

PERCEPTIONS OF STAFF MEMBERS OF OTHER YOUTH GROUPS

Introduction

These urban areas had a complex of voluntary youth organizations. The general objectives of all groups were to develop leadership and mature citizens, similar to the objectives of 4-H. Most of the national youth programs had been established in these cities for a long time. An insight into how the staff in these youth organizations feel about 4-H provides an understanding of relationships between 4-H and these youth groups, both now and in the future.

Information was obtained from 17 staff members of selected youth groups serving the urban areas in order to determine their perceptions of and attitudes toward the 4-H program. Five of these respondents were in Boy Scouts, 5 in Girl Scouts, 3 in Campfire Girls, and one each in YMCA, YWCA, Police Boys Club, and one was community recreational director. All urban areas had the national organizations of Boy Scouts, Girl Scouts, Campfire Girls, YMCA and YWCA. No interviews were conducted in Kalamazoo with staff members in other youth organizations.

Perception of the Purpose of 4-H

In general, staff members from these youth groups perceived 4-H as an organization with a rural orientation, serving rural boys and girls. They generally rated 4-H as a valuable organization, serving rural youth with an educational program. Almost all staff members felt that 4-H would have a difficult time adapting to the urban environment.

Most staff members saw their organization as serving the same socioeconomic status boy or girl as the 4-H program would reach. The majority felt their organizations offered a combined educational and recreational program which did not differ fundamentally from the 4-H program. In one area a staff member felt that the only legitimate purpose of 4-H in the urban area was to impart rural values to the urban youth.

A few staff members commented about 4-H being tax supported whereas they depended upon voluntary contributions for support. The general feeling was that government support for 4-H is based on tradition and would likely continue for some time.

Perception of the Need for 4-H

Most staff members hesitated to comment on whether there was a need for 4-H in the urban areas, but they tended to emphasize the wide range of opportunities already available to urban boys and girls.

One Boy Scout staff member felt that all youth organizations were needed because of the large numbers of boys and girls to be served. In commenting about the rural image of 4-H, another staff member said 4-H means cows, horses, pigs, bulls and chickens, except to those who actually participate in the program. One Boy Scout official felt that 4-H might be a superior organization to Girl Scouts and Campfire Girls, because the girls become better trained in 4-H, but he considered the Boy Scout program as good or better than that of 4-H.

The Girl Scout official in the same area said that she saw no conflict between her program and 4-H. However, she did see a possibility of conflict with what the Campfire Girls were trying to do. She felt that 4-H has its major focus on homemaking in preparation for adult responsibilities and motherhood.

In another county where a large Police Boys Club has been successful for several years, the staff members felt that the 4-H program was an excellent one years ago but that it really had little to offer in an urban area today, especially for boys. They could see some rationality for girls enrolling in 4-H projects. A recreational director in the same county felt that 4-H was primarily a recreational program, and hence, 4-H would be needed where youth do not have recreational services provided by local government.

In another area, two Boy Scout staff members felt the purpose of 4-H Club work was to develop character and leadership, the same as they attempt to do in the Boy Scouts. One staff member felt the kids in urban areas need to understand the outdoors and farm ways of living, that they should know more about agriculture. Hence, he could see a positive value in urban 4-H Club work. However, he commented that the farm image had been a real handicap to development of 4-H in that city. The Girl Scout staff member in this same city saw no competition between 4-H and Girl Scouts but she went on to say that they do tend to serve the same kind of girls, primarily those with higher incomes.

Personal Relationships with 4-H Staff

The researchers observed that 4-H staff members were not very well acquainted personally with staff members of these other youth organizations, nor did they know much about their programs.

PERCEPTIONS OF THE GENERAL PUBLIC IN URBAN AREAS

The urban community is the reservoir from which 4-H members and local leaders must be recruited. It is important to know how the adults in cities feel about 4-H.

An attempt was made to determine the general public's perception of 4-H in an urban area. With this general objective in mind, a questionnaire containing five questions was developed and administered to a random sample of families. Names were selected from the telephone directory, and all interviews were conducted by telephone.

Data were collected from the general public on their perception of 4-H Club work in two areas included in the study. In Jackson County, data were collected from 87 adults in the urbanized area. One hundred and four adults were interviewed in Nassau County.

When asked if they had ever heard of 4-H, 86 percent of the total people interviewed indicated that they had, 13 percent had not and one percent were not sure.

The respondents were then asked what 4-H meant to them. Most respondents who replied to this question viewed 4-H as a rural youth organization established primarily for rural boys and girls. In fact, in one area 100 percent of the responses were farm or rural oriented. Some of the replies included: "club in farm areas," "4-H is sponsored for rural children," "same as future farmers," and "young men and women associated with livestock." Other responses given by a lesser number of people included: "It is an organization like the Scouts;" "it is an organization for prevention of delinquency," and "it is a youth organization teaching projects."

The respondents were asked whether they felt 4-H was needed in urban areas. Fifty-seven percent said yes, 9 percent said no, and 34 percent were not sure.

They were asked if they had any children at home between the ages of 8-14. Forty percent did. When asked if they would be interested in having them join 4-H, 54 percent of the families with children 8-14 said they would, 22 percent said they would not, and the remaining 24 percent were not sure. Several parents who replied in the affirmative said their children were already in several organizations and it was up to the child to decide whether to join 4-H.

SUMMARY CONCLUSIONS AND IMPLICATIONS

The Problem

This is a study of the 4-H organization and program in six large urban areas geographically located throughout the United States. The research problem was defined as one of determining the extent and the ways in which the youth program of the Cooperative Extension Service has been adapted to urban clientele. An attempt was made to determine the extent to which this organization, predominantly oriented to agriculture in personnel, program and support, has adjusted to an urban environment.

The Cooperative Extension Service is a large organization with a cooperative arrangement between the U. S. Department of Agriculture, state land-grant University and county government. As a part of this organizational structure the Extension Service has created linkages at all three levels with a complex of publics in order to accomplish its goals. It has developed an organization for carrying out the 4-H program which provides for considerable decentralization. Authority for decisions about program, methods and clientele is largely delegated to the county level. Hence, the county staff located in urban areas has considerable freedom and flexibility in extending 4-H to youth in the urban areas.

A general hypothesis identified for the study was that the following factors will deter adaptation of the organization to the urban environment:

- (1) The rural background and training of the professional staff
- (2) Agricultural orientation of the traditional supporting publics
- (3) The materials and resources of the organization developed for a rural clientele
- (4) The attitudes of administrators and supervisors within the organization
- (5) The rural image of the organization as perceived by potential participants in urban areas

It was also hypothesized that the following factors will facilitate adaptation of the organization to the urban environment:

- (1) A commitment to the objectives of the organization on the part of the local professional staff in the urban areas
- (2) The experience and skills developed by professional Extension staff, which can be used in the urban areas
- (3) The local governmental officials who have a traditional rural orientation and who had experience with 4-H in earlier years

- (4) The large numbers of youth in the urban areas
- (5) The interest of local people with rural orientation who have a favorable image of 4-H

Objectives of the Study

- 1. To describe the structure and functioning of the 4-H organization in urban areas.
- 2. To characterize the 4-H members, 4-H leaders and professional staff in urban areas.
- 3. To determine perceptions and appraisal of the 4-H organization and program in urban areas from: (a) state and county Extension staff, (b) 4-H leaders, (c) 4-H members, (d) local governmental officials, (e) local Extension advisory groups, (f) civic leaders, (g) school administrators, (h) staff in other youth groups, and (i) the general public.

Procedures of the Study

This study was limited to selected counties in "urbanized areas" of the United States. In general, the "urbanized area" includes a central city of 50,000 or more plus all the densely populated areas contiguous to it. In a preliminary survey, it was found that 266 counties in the urbanized areas had 4-H Club work. These urbanized areas had about six percent of the total 4-H membership of the United States.

The research team, with the assistance of the Ad Hoc Study Committee on 4-H Club Work in Non-farm Areas, chose six urbanized areas for the study. The county became the unit of study and, therefore, seven counties within these six urbanized areas were selected for study (Kalamazoo, Michigan; Denver and Jefferson, Colorado; Multnomah, Oregon; Jackson, Missouri; DeKalb, Georgia; Nassau, New York). Portions of five of the counties were not in the urbanized areas and were not included in the study. In one county the central city of the urbanized area had a separate 4-H organization and was studied as a separate unit (Portland, Oregon). Thus, eight distinct 4-H programs in seven counties which were located in the six urbanized areas were included in the study.

Criteria used in the selection of areas were: (1) representation of each of the four Extension administrative regions, (2) urbanized areas with different population sizes, (3) a minimum of 500 4-H members with a considerable number of boy members, (5) evidence of projects other than traditional agricultural and home economics, and (6) type of club organization.

It is not assumed that the 4-H programs selected for study are representative of the 4-H programs in urbanized areas. They are more representative of 4-H programs that have been established in the urban areas for a considerable time and have attempted to adapt the traditional youth program at least to a minimum extent.

Sources of Data

Data were collected by the two researchers in personal visits to these counties. In each case, information was obtained from the following people:

1. Selected administrators and supervisors at the state level
2. Extension staff members in the selected counties
3. Members of Extension advisory committees
4. Selected government officials who make decisions about allocation of financial resources for Extension
5. Staff members of youth organizations and agencies in each county, (Scouts, Campfire Girls, Y.M.C.A., Y.W.C.A., Boys Clubs of America, etc.)
6. A sample of school administrators
7. A sample of households interviewed by telephone, in two of the six areas
8. Questionnaires filled out by a sample of 4-H members and leaders in group situations in each area.

Findings

Description of Study Areas

All counties studied are in fast growing metropolitan areas. With the exception of the cities of Denver and Portland, most of the land was in farming until fairly recent years. The counties can be characterized as generally suburban or urban fringe in nature and are populated by above average socio-economic status families.

Youth Opportunities

National Youth organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Y.M.C.A. and Y.W.C.A. had well developed programs in all areas studied. Although organizational boundaries were not confined to the county, the Boy Scouts were reaching from 22 to 38 percent of the boys 7 - 17 years of age in these urbanized areas. Nationally in 1962, the Girl Scouts enrolled one out of seven girls between the ages 7 - 17, and the proportion enrolled in these urbanized areas was quite similar.

Schools in these urban areas had a wide range of extra curricular activities for youth, usually beginning at the seventh grade level. Community recreation programs were also extensive and expanding in most areas.

Membership in 4-H

The number of 4-H Club members residing in the urbanized parts of the counties ranged from 676 in Kalamazoo to 3,813 in Nassau. In addition, Nassau had 13,000 members in the bicycle project. The percent of eligible boys and girls in the urbanized areas who were enrolled in 4-H Club work ranged from 0.9 percent in Jackson County, Missouri, to 5.6 percent in Jefferson County, Colorado. The number of 4-H leaders in these areas ranged from 52 in DeKalb County to 771 in Nassau County (Table 149).

TABLE 149. NUMBER OF 4-H MEMBERS AND PERCENT OF POTENTIAL IN EACH URBANIZED AREA

Area	4-H Member ship Age Range	Total Youth in 4-H Age Range in Urbanized Area	4-H Members in Urbanized Area	Percent of Potential Members	No. of 4-H Leaders
Jefferson	9-19	21,180*	1,195	5.6	270
DeKalb	10-19	34,234*	1,801	5.3	52
Kalamazoo	10-19	20,124	676	3.4	600
Portland	9-19	65,353	1,908	2.9	294
Multnomah	9-19	22,327	635	2.8	269
Denver	9-19	88,939	1,982	2.2	160
Nassau	7-17	294,651	3,813	1.3	771
Jackson	8-19	100,962*	891	0.9	298

* Estimated by assuming same proportion of youth in 4-H age range in "urbanized" portion of the county as in total county.

Initiation of 4-H in Urban Areas

In Portland and Denver cities, 4-H began as victory garden projects. The program was started in Portland in World War I and in Denver during World War II. In both cases, the city school administration was active in encouraging participation of students and in

helping to organize 4-H work. In both cities, the 4-H program is still tied very close to the schools. In Portland, the agent in charge of 4-H is paid by the school system and is a supervisor in the city schools. In Denver a school teacher is employed half time by the school system and half time as an Extension Agent working on 4-H.

In Kalamazoo, the Michigan 4-H Foundation supported an urban youth agent to experiment with an urban 4-H program beginning in 1956. Financial support for this position has recently been assumed by county government.

In the other cases studied, rural areas gradually became urbanized and local staff members began to recruit urban as well as rural members; in some cases rural members became practically non-existent.

Although a few local people, such as influential civic or governmental officials, have encouraged the initiation of some urban 4-H programs, requests did not come from large groups of potential members or leaders.

Financing

In all areas, county government provides partial financial support for the 4-H program. Separate budgets do not exist for 4-H, agriculture and home economics Extension programs except in Nassau County, New York. Hence, county officials typically appropriate funds for the total Extension program. The proportion of state and federal funds appropriated for urban areas varies from one state to the other. Usually the criteria used to allocate funds for urban counties were the same as those used for rural. One exception is Nassau County, New York, where county government in 1962 contributed \$244,000 for 4-H with only about \$5,000 coming from state and federal funds. Dues were not charged 4-H members or leaders in any urban area studied. City governments do not make direct appropriations for financing 4-H, except in Denver where city and county governments are the same. In Portland, the city school system financed the salary of a 4-H agent.

Organization

In all areas the state Extension staff, including the 4-H Club staff, were located at the state land-grant university. Extension supervisors are assigned to a geographical area, which includes several counties, some rural and some urban. With the exception of Missouri and Colorado, the directors of Extension are responsible to the deans of the College of Agriculture. In Missouri and Colorado the directors of Extension are in charge of the total off-campus Extension program.

The county Extension staffs were responsible to the Extension Director through the district supervisor and to a local elected government committee or an administrator in local government. In two areas, Denver, Colorado, and DeKalb County, Georgia, the county Extension organization was a formal part of local government, in that the county agents were responsible to specific department heads. In Denver they were a part of the recreational department, while in DeKalb they were a part of the community services department. The 4-H agent in charge of the Portland office was a supervisor in the city school system.

All areas had an overall board advisory to the Extension staff. In addition, the 4-H agents had one or more supporting groups to assist with the 4-H program. Club leaders were generally organized into one or more leaders' councils or associations.

The basic unit of organization for the 4-H program was the club, with one or more local leaders in charge. This club was usually organized on a neighborhood or a community basis, or in schools. Younger members were typically organized in clubs of five to ten members, whereas older club members were often organized in larger groups, such as Teen Clubs or Junior Leaders Clubs. The program in Kalamazoo County was organized around large community clubs. In two areas studied, older individuals were permitted to carry projects without belonging to a club. In Portland, as many as 10 percent of the members were listed as individual members without any club affiliation. In all areas, the educational activities for youth were conducted within the traditional 4-H Club framework. In order to be a member, a boy or girl had to be enrolled in one or more projects. The minimum age requirement varied from seven in Nassau County, New York to ten in Kalamazoo, Michigan.

In Denver and DeKalb, a large portion of the members carried 4-H projects as a part of their classroom work and met on school time with school teachers serving as leaders. This situation was also generally true for the bicycle project in Nassau County. The teachers who served as 4-H leaders were not paid by the Extension Service.

Recruitment

The school is the primary medium through which members are recruited. In most areas, the agents gain access to the students in the third through the sixth grade. Promotional literature is distributed in the school by either agents, teachers or local leaders. In some cases agents are able to make direct contact with the students through assembly program classes or youth night programs. As an example, in Multnomah County, Oregon, recruiting is conducted primarily through youth nights sponsored by PTA's. Students are then encouraged to inform their parents about the 4-H program. If students desire to join, they either call a local organizational leader or return their names to the school and the agents or local leaders follow through with

the organization. School administrators are generally willing to provide school facilities for meetings after school time.

The school principal is very influential in providing access to potential 4-H members through the school. Where 4-H projects are conducted on school time, such as the bicycle project in Nassau County, the school principal and teachers are influential in determining the extent of student participation in the project. In general, the county staffs were aggressive in recruiting members since voluntary requests came from relatively few.

Leaders were recruited in a variety of ways. While agents usually assumed this responsibility, county project chairmen or community leaders assist with recruitment and leader training in some places. Youth are generally told they must have a leader before a club can be initiated. Therefore, they are asked to encourage their parents to assume responsibilities for leadership. In Kalamazoo, a community leader has responsibility for recruiting project leaders to assist with the club.

Lack of local leaders seems to be a limiting factor in all areas. Several systematic training programs for leaders have been initiated. For example, in DeKalb most of the new leaders are given a training program consisting of seven lessons; in Denver, four counties cooperate in leader training. Nassau County has four physical facilities for leader training scattered throughout the county.

Projects and Activities

The projects having the largest enrollment were clothing and foods. Almost one-half of the total enrollments in most of the areas were in clothing and foods. Other projects with relatively large enrollments included: Indoor gardening, home improvement, arts and crafts, electricity, outdoor cooking, horticulture, conservation, knitting, leathercraft, photography, wildlife, riding horses, safety, first aid, personal development, health, recreation, woodworking, gun safety and ceramics. The junior leader project is available in all areas to older members.

The projects most often chosen reflect the high proportion of girls in the urban 4-H membership.

All counties place considerable emphasis on camping. Nassau County has its own 4-H camp operating throughout the year. Members carry out projects while attending camp in the summer. All counties encourage members to exhibit projects at county fairs; all counties have achievement nights where awards are presented.

All counties reported participation in district, state and national events. Several are attempting to place more emphasis on citizenship training programs and exchange programs with foreign countries.

The usual project year for 4-H is from October through June. In addition, various activities and events are conducted during the summer

months. The number of times clubs meet varies from one county to another. In DeKalb County clubs met once a month for about an hour. In most places they met once a week or once every two weeks.

Perceptions of Staff and Supporting Publics

This section includes a summary of the data collected from state and county Extension staff members, 4-H members, 4-H leaders, members of Extension advisory committees, school officials, representatives from local government, representatives from civic groups, representatives from other youth groups and local people in the urban areas.

Information was collected from these groups about their image of the 4-H program, their perception of the need for 4-H in urbanized areas, and their general appraisal of 4-H.

State Extension Administrators

Fifty-nine Extension administrators were personally interviewed in the six states included in the study. These respondents included all Deans of Agriculture, eight directors, associate directors or assistant directors of Extension, three state leaders of Home Economics, nine supervisors, and 27 state 4-H Club staff members. As incumbents of state level positions, they had the opportunity to be influential in allocating resources to Extension programs in urban areas and to establish a climate within the organization which could facilitate or impede adaptation of the 4-H program to the urban areas.

Policies and Attitudes

The states had no formal written policy regarding Extension work in urban areas. The practice of working in urban areas has evolved through time without any specific formalized policies relating to it. Only a few of the respondents had any question about the legality of doing Extension work in urban areas. Most administrators felt first priority for allocating resources should be to serve the farm or rural people, with major emphasis on farm people. Practically all administrators, however, felt the 4-H program should not be two separate programs in their state--one for rural and one for urban--but that one program should serve all youth.

These administrators generally had favorable attitudes toward serving the urban people with an Extension youth program; the 4-H staff members were the most enthusiastic. However, the administrators felt that resources should not be shifted from the rural program to serve the urban population. Most administrators were aware of the

need to make adaptations in the traditional youth program for the urban areas in order to be most effective.

Perception of Relevant Groups' Attitudes

The general consensus among the administrative staff was that professional staff and other relevant groups, including subject matter specialists, the boards of trustees and university administrators had favorable attitudes toward, and would support, 4-H work in urban areas. Differences were pointed out, however, in that agricultural specialists and county staff members in more rural counties were perceived as being least likely to support urban youth work. Home economists and specialists in social science areas were considered most favorable toward urban work. Most administrators perceived farm organization leaders as being permissive toward urban work as long as resources were not shifted from the traditional rural program to serve the urban clientele. A few mentioned a need to keep farm organization leaders informed about the shifts in population.

In serving urban youth it was considered essential that the 4-H staff have access to resources outside the colleges of agriculture and home economics. Illustrations were given of utilizing resources from other colleges of the university, especially in the states where all Extension services have been combined. However, in all cases there were problems of gaining access to and mobilizing these resources from other colleges.

Efforts to Adapt 4-H to Urban Areas

Very few staff members were hired who had been trained specifically to work in urban areas. Systematically planned training programs for staff who have responsibilities in urban areas have generally not been developed. However, most of the states have held workshops or conferences for urban agents. There seems to be a growing interest in recruiting personnel with training in areas other than agriculture and home economics, such as sociology, education, social work and recreation.

Some attempt has been made to adapt 4-H materials to urban areas but progress has been relatively slow. Administrators considered the criteria used in providing recognition to urban and rural agents as similar. There has been very limited emphasis on experimentation with programs aimed at the urban clientele.

Appraisal of Success

Most administrators rated the 4-H program in urban areas as being only fairly or not successful. About one-fifth considered it successful. They generally considered the program to be of a high quality but the numbers being reached were considered relatively small. The 4-H staff rated the program in urban areas as more successful than did other administrators. A few administrators felt the youth agent working in urban areas should provide resources of the university to all youth organizations. The agent would be performing two roles, that of a 4-H agent serving the 4-H program as well as a professional youth specialist available to all youth groups. Several administrators felt that this latter role is somewhat incompatible and incongruent with that of a 4-H organizer and promoter.

Most administrators were optimistic that a program could be developed for urban youth if adequate financial resources were available. Major difficulties mentioned by the State staff in developing this program were: (1) the rural image of 4-H, (2) lack of projects which interest urban youth, (3) lack of staff with experience in urban areas, (4) lack of effective procedures for linkage with local groups and organizations, e.g. the schools, (5) access to resources outside the colleges of agriculture and home economics, (6) inadequate funds, and (7) adapting resources within the colleges of agriculture and home economics to the needs and interests of youth in urban areas.

County Extension Staff Members

All Extension staff members at the county level were personally interviewed, except in Nassau County where all the 4-H staff plus one member of the staff in the Agricultural Department and one in the Home Economics Department were included.

The county staffs were in a position to influence the nature of the program in all areas. Their interests, attitudes and skills help explain the decisions they make about program content and clientele. Their perceptions of, and sensitivity to, the urban environment would be affected by past training and experiences.

Personal Characteristics

Of the 61 county Extension staff members interviewed in these urbanized areas, approximately half were men and half women. About half worked full time on the 4-H program. Leadership training and organizing clubs were regarded as the most important responsibilities of youth agents.

The programs in the urban areas have been established for a considerable length of time so that the staff varied considerably in their tenure in these urbanized areas. Very few agents had training in fields

other than agriculture or home economics. The professional organizations to which these agents belonged were primarily state and national Extension professional groups. The agents depend to a great extent on Extension publications for resource materials and many would like to have more training, primarily in the social sciences. About half of these agents had been 4-H members themselves and slightly over half were born and raised on a farm.

Satisfactions of Staff Members

The major sources of satisfaction to these agents were the human and social relationships involved in working with people, and to a lesser extent, the teaching at the leader training meetings. The major sources of dissatisfaction were the reports required and the personal relations within the office. General satisfaction with their jobs in the urban areas was fairly high, primarily because of the environment of the urban area. The agents felt that this environment included people with a higher level of education and a greater appreciation of education than the people in rural areas. The agents were not generally working with people in the lower socio-economic levels.

Purpose and Need

The primary purposes of 4-H were seen as citizenship development and leadership training. Teaching practical skills was also viewed as an important purpose of 4-H.

A few agents considered the purpose of 4-H in urban areas as being different from that in rural areas. Major differences mentioned were the methods of teaching and the projects, especially those for boys. All agents felt there was a need for 4-H in urban areas, generally because of the quality of the 4-H program and because urban youth are interested in what it has to offer.

Rural and Urban Leaders, Members

Most agents considered urban leaders different from rural leaders because they felt that the urban leaders have a higher level of education and have many more opportunities for use of their leisure time. Several agents felt that the training program for urban leaders must be of higher caliber than that for rural leaders.

Most agents felt urban members differ from rural members in their project interests and in the number of opportunities available to urban youth for their leisure time. Agents felt that urban members were more selective of the various leisure time opportunities and made more critical judgments of the projects and activities than did rural members.

4-H and Other Youth Groups

Almost all agents considered the 4-H program different from programs of other youth organizations, primarily in that 4-H is more practical, has more variety and depth in programs (evidently meaning that 4-H is more educational) and uses different methods of teaching.

Over half of the agents said they work with other youth groups primarily by sharing literature with them. Most agents felt they ought to work more with other youth groups. However, these agents considered the promotion of 4-H programs in urban areas as having priority in allocation of their time and efforts.

State Staff

More than half of the agents felt the agents in other counties and staff at the state level consider 4-H work in urban areas as important as 4-H work in rural areas. However, several of the agents felt that the Dean of Agriculture and agents in most rural counties considered urban youth work less important.

Agents were fairly critical of the assistance received from the state level for work in the urban areas. Over half felt that the assistance from specialists and supervisors and the materials, such as project, organizational and publicity bulletins, were not adequate for the job required in the urban situation. The major criticism voiced was that state staff did not understand the urban situation because they had generally been reared in and had professional experience in rural areas.

Adaptations of the Program

Most agents felt they had made adaptations to the urban areas, primarily in the form of new projects. Some of the new projects mentioned were knitting, horsemanship, gun safety, ceramics, personal development and first aid. Several agents cited changes in methods or techniques, such as separate boys and girls programs, or paying county-wide project leaders. The new activities developed were primarily of a recreational nature. Very few examples of new activities or of changes in methods or techniques to reach urban youth were cited in these areas. By using local funds one county hired staff members who did not have Federal appointments.

Support of the Program

When working in urban areas, agents considered it important to get the support of schools, city government and civic and business groups. The support of farm organizations and labor groups was considered relatively unimportant.

Success of the Program

When asked how successful they have been in developing a 4-H program in the urban areas, agents differed considerably in their appraisals. Almost half had the feeling that they were fairly successful. However, there was a general awareness that they had reached a low percentage of the youth in these areas.

The greatest need for a successful program in the urban areas was seen as that of personnel trained and committed to work in urban areas, at the county, state and national levels. More urban-oriented teaching and publicity materials were felt to be mandatory. In general, it was felt that the organization must become much more dynamic and adjustable to the urban environment so that the image of 4-H being a rural program is changed.

General Environment

Several offices in these urbanized counties were located on the periphery of the built-up residential area contiguous to the open country sector. Many items around the office, such as the plastic Holstein cow and the agricultural signs and circulars, were symbolic of an agricultural organization. County staff members, especially the men, tended to reside in the rural areas. Their social interactions were usually with rural influentials as opposed to urban influentials. The agent in charge of these offices usually had a dominant agricultural orientation. Women staff members were more oriented to the urban people and their organizations than the men.

4-H Leaders

The success of 4-H Club work depends to a great extent upon the skills and abilities of the local professional staff in each county to recruit and train local leaders who will organize clubs and teach the boys and girls the subject matter in various projects. In a few cases, school teachers combined the role of teaching with that of being 4-H leaders. However, it usually was a case of local adults being motivated to voluntarily contribute their time and skills to working with youth. It was felt that a description of who these leaders are, their motivations for being a leader, their perceptions of the program and their suggestions for improvement were basic to an understanding of 4-H in urban areas. Two hundred and seventy leaders were interviewed, the proportion ranging from 4 to 25 percent of the total leaders in each urban area.

Personal Characteristics

About 15 percent of the leaders were men. Responsibilities of leaders were generally for the organization and maintenance of 4-H Clubs and teaching specific projects.

About half of the leaders in these areas had one-year experience or less. Relatively few had been leaders more than five years.

A majority of the leaders had lived on a farm at some time in their life, usually in their youth. A minority of them had experience as 4-H members. Almost all of the leaders had children of 4-H age except those teachers who assumed responsibility for 4-H in the school classroom situation.

Leaders came generally from above average families in socioeconomic status, as measured by education, income, occupation and participation in community organizations.

Most of the 4-H leaders had experience as leaders in other youth organizations, primarily in Scouts or church youth groups.

The chief motivating factor for serving as a 4-H leader was their children. The leaders assumed their responsibilities primarily because they had one or more children who want to, or had already joined a 4-H Club. In a few cases the influence of other 4-H leaders was a motivating factor. Where 4-H was a part of the classroom situation, teachers were usually asked to serve as leaders by the principal or the 4-H agent, although most teachers who worked with 4-H either had or developed a sincere interest in the program. Most leaders helped organize the club in which they were serving, but they knew very little about 4-H before assuming their leadership position.

Perception of Purpose of 4-H

The 4-H program was considered by leaders to be more practical and educational than that of other youth organizations. These leaders generally said the major purposes of 4-H were teaching skills and development of young people for adulthood. The projects themselves and the skills developed through carrying out these projects were seen as the core of 4-H.

The leaders were given a list of items that reflected specific opportunities which might have been available for the 4-H members. They were asked to rate each one on how valuable it was to the members. The educational opportunities and group experiences were regarded as the most valuable opportunities in 4-H. Opportunities to travel, participate in games or sports, and to earn prizes and money were considered relatively less important.

A large proportion of these leaders felt their friends had a favorable image of 4-H and that youth in the community would rate 4-H relatively high in prestige compared with other youth groups.

Satisfaction and Training

As to training needs, leaders were most aware of their lack of knowledge about the projects and their lack of skill in motivating and maintaining parent and member interest.

Leaders generally expressed high satisfaction with their overall experiences in 4-H. More specifically, a large majority were satisfied with the projects, the amount of influence they have in their clubs, the number of members in the clubs and time spent on 4-H activities. In fact, several leaders said they were willing to spend more time on 4-H Club work.

Changes in 4-H

Leaders suggested several changes which should be made in 4-H, namely, more members, more parent participation, more interesting meetings, better project materials, more help from leaders, more and different projects and more camping activities. Little interest was expressed in changing the name of 4-H or the project requirements for 4-H. Even though leaders rated tours and trips as being relatively less important than other things, a large number of them still felt that the program should include more tours and trips in order to attract a large number of members. Leaders were generally aware of the need to have better publicity about 4-H in the urban areas so that the image of 4-H becomes more symbolic of urban living; also, they stressed the need for new projects of interest to youth. A major deterrent to expansion of the 4-H program was felt to be a lack of leaders, especially men. Better publicity, changes in the image of the 4-H organization, member and leader interest and new projects are all interrelated changes in that one probably has consequences for the others.

4-H Members

The 4-H program exists for the purpose of serving boys and girls. Without the interest and enrollment of youth as members, the program would have little reason for being. The kinds of boys and girls that belong and how they feel about their experiences in 4-H should provide a partial basis for predicting the probability of enrolling other youth from the urban areas in the 4-H program.

A representative sample of members were given questionnaires to be filled out in group situations. In most cases, this information was collected in schools. The number of members from whom information was obtained ranged from 134 in Jefferson County to 493 in DeKalb County. A total of 1,856 members were included in the study, or about 14 percent of the total members.

Age

The age of 4-H members in urban areas ranged from 7 to 19. However, there was a definite concentration of membership in the lower age groups, with approximately half of the members in several of the areas being 10 or under and 10 percent or fewer being 15 years of age or older. In the United States, about 58 percent of the total membership was 12 years of age or under in 1962. Hence, the urban members tend to be younger than membership of the total United States. In most areas studied, about half of the members were first year members.

Sex

The membership in the 4-H program in urban areas studied is predominantly female. Even more so than is true of the total 4-H program of the United States. Whereas 57 percent of the total United States 4-H membership is made up of girls, the proportion of the members who were girls in the areas studied ranged from about 70 to 80 percent.

Occupations

The parents of the 4-H members were overrepresented by white collar families in most of the areas studied. The proportion of the fathers in white collar occupations was generally higher than for the total population in these areas. However, in two areas, Kalamazoo and Jackson counties, white collar families were represented among the 4-H members in about the same proportion as they were in the total population. In the other areas, unskilled and semi-skilled laborers were not represented among the members' fathers to the extent that they are in the total population.

Participation In Other Youth Groups

In addition to 4-H these youth were most likely to participate in other groups such as church or school groups, especially athletic or musical school groups. Only about 10 to 20 percent in any one area belonged to other national groups such as Scouts or Campfire Girls.

In one area, 83 non-4-H members were interviewed in order to determine why they did not join 4-H since they were in schools and communities which also had 4-H members in them. The major reason they gave for not joining 4-H was because of conflict with school activities and participation in other youth organizations.

Mental Capacity

Intelligence quotient data were available for a small proportion of the members interviewed. The evidence showed that these 4-H members were generally above average in I.Q., with the median I.Q.'s ranging from 108 to 118 in the counties in which data were available. Subjective evidence obtained from school counselors and teachers about 4-H members corroborated the fact that 4-H members were above average in academic ability as well as achievement. However, it was important to note the observations of several teachers in situations where 4-H was held as an extra curricular activity. They said that the less capable students academically were tending to participate in 4-H while the others chose the extra period as an opportunity to study.

Perceptions and Attitudes Toward 4-H

The major reasons given by members for joining 4-H were that they had the perception of the 4-H program as being fun, or that they were interested in learning about specific projects. In fact, the perception of the purpose of 4-H among the members was primarily that of learning new things and development of young people.

The opportunities rated highest in 4-H were the educational and social activities. Opportunities to earn additional money or to travel and visit new places were rated relatively low, partly because these opportunities were usually not emphasized in 4-H in these areas. The opportunities for leadership and to work on community projects were rated relatively low.

Greatest satisfaction was derived by members from new skills and ideas they received by working on their projects. Very few stated that they received satisfaction from profits or from competition for prizes. These ratings probably were related to the fact that most of the members in these urban areas were of a young age--usually 12 years or under, and thus not interested or not extensively involved with awards and prizes.

Members, especially the older ones, felt a rural stigma attached to the fact that they were 4-H members. Considerable evidence was obtained about keeping their 4-H affiliation a secret. Some members said they hesitated to talk about 4-H with their friends at school because people started joking about them. Several instances were given of a reluctance of 4-H members to write class papers about 4-H or to provide such information in applications for college entrance.

When asked about changes in the 4-H program, most members favored more parent participation, better project materials, more and different projects, more tours and trips, more camping activities, more interesting meetings and more recreational activities. They were not in favor of having a new name for 4-H nor dropping the requirement of having a project. Also, they did not favor having uniforms for 4-H members, except in one county where a large number of members had uniforms.

Local Advisory Committee Members

Local control over the Extension Service is exerted primarily through adults who serve on advisory committees. These people assist in developing policies and programs in the county. They are a key link between the Extension Service and county government and function as legitimizers of the Extension program. The attitudes and expectations of these committee members influence to a great extent the roles performed by the Extension staff.

In each area in the study, a formal advisory committee assisted in developing policies and procedures relating to the 4-H Club program. Also, each area had one or more overall Extension advisory committees. Information was obtained by questionnaires, usually in group situations, from 56 members of the 4-H advisory committee and 19 members of the overall Extension advisory groups.

Most of the 4-H advisory committee members were women. In most cases, a majority of the committee membership represented agriculture or rural interests. The overall Extension advisory committee members were predominantly agriculturally oriented in most of the areas.

Perception of Purpose of 4-H

About 75 percent of the advisory committee members felt the purpose of 4-H Club work was to teach practical skills which members would not have a chance to learn elsewhere. Other purposes mentioned were developing leadership, teaching youth how to work together, making constructive use of leisure time, and vocational guidance.

All committee members except two felt there was a need for 4-H programs in the urban areas, because urban youth have a considerable amount of leisure time which can be channeled into constructive activities through the 4-H program. Several other members cited the reason that urban youth should become better acquainted with agriculture and rural life in general.

Most of the respondents felt that 4-H work in urban areas was different than in the rural areas, primarily in the projects available for members. A few said rural 4-H is more family centered and has more parent interest and participation than does 4-H work in urban areas.

4-H and Other Youth Groups

Almost all committee members said 4-H differs from other youth groups in that other youth groups emphasize recreation and social activities. The most often given difference was that 4-H had a more fundamental educational approach. Several committee members said the skills learned in 4-H assisted members in preparing themselves for a life's vocation.

Financing for 4-H

All committee members were in favor of the Cooperative Extension Service supporting 4-H work in urban areas as much as possible. However, they also felt the program in rural areas should not be neglected. They felt that financial resources used in supporting the program with rural youth should not be shifted to the urban areas, but rather additional financial resources should be discovered. There was general agreement among these members that county government should allocate more financial resources than they have during the past.

Success of 4-H Work

About half of the committee members felt 4-H had been successful in the urban areas. About one-third said 4-H had been fairly successful and about one-tenth said the program had not been successful. The greatest weakness cited was lack of projects for boys. Many of the committee members felt that 4-H needed to increase membership in the urban areas, to recruit larger numbers of leaders, and to carry out more effective publicity programs.

In general, the advisory committee members exhibited a considerable amount of pride in and loyalty to the 4-H program, and they were optimistic about further program development. They usually were not enthusiastic about making fundamental alterations in the traditional 4-H organizational structure and program even though they saw the need for several changes.

Local Government Officials

Financial resources for the Extension Service are provided by federal, state and county governments. The proportion of the total budget allocated by county government varies from state to state, but it is a significant amount ranging all the way from providing office space, secretarial help, office supplies and travel expenses in some counties to that of financing these costs plus a major share of the salaries of the professional staff. Therefore, if the 4-H program is to be extended into urban areas, the perceptions and attitudes of the county government officials who have the authority to make decisions about the allocation of resources would be extremely important.

Twenty-nine local governmental officials who were in positions to appropriate financial resources for the Extension program were personally interviewed. Twenty-three of these were county government officials; the others were from city governments.

About three out of four of these officials said they were at least fairly well acquainted with the nature and scope of 4-H Club work. Only three knew nothing about it. About one-half saw 4-H as a

rural-oriented program designed to serve youth in the areas of agriculture and home economics. In fact, several of these men were surprised that 4-H had a program in the urban areas.

Perception of Purpose of 4-H

About 80 percent felt the major purpose of 4-H was to teach young people practical skills not available through the schools. Several respondents said 4-H provides an opportunity for boys and girls to learn about agriculture and homemaking. Developing leadership and citizenship were mentioned a few times.

These officials differed on whether or not there was a need for the 4-H program in the urban areas. About one-half felt it was needed and the other half felt that it was not. Those favoring 4-H said it is needed because urban youth have a considerable amount of leisure time which should be used constructively. Also, they indicated urban youth should become acquainted with agriculture, homemaking and rural life in general. Those who were opposed to 4-H being in the urban areas said 4-H was an excellent program for the rural youth, but it did not fit the needs of the city youth. There was a relationship between the background of the government officials and their perception of a need for 4-H in the urban areas. Those respondents with a rural-oriented background tended to feel that 4-H could be fitted into the urban environment, whereas those with an urban background generally saw no need for 4-H in urban areas.

Feeling about Finances

Attitudes regarding local government financing of the 4-H program were related to the perceptions of need for the program in the urban areas. Those who felt 4-H was needed in the urban areas generally favored local government providing additional funds and personnel to strengthen and enlarge the program. Those who felt 4-H was not needed in urban areas were generally opposed to increasing local appropriations to serve the urban youth through 4-H.

City officials residing in counties where the county government now appropriates funds for Extension were opposed to the city initiating financial support for 4-H work. This finding agrees with observations made by several Extension administrators who have not been very successful in having city governments appropriate money for Extension. City governments do not seem to provide a stable, continuous basis of support for Extension. However, according to most local government officials, the 4-H program seems to enjoy a more secure basis for continued financial support in the urban areas than agriculture or home economics.

Local School Administrators

Gaining access to youth is a key problem in urban areas. The school system provides ready access to large numbers of youth. The school administrators can grant or withhold the right to distribute literature about 4-H, to use the physical facilities for meetings, or to have 4-H projects taught on school time. The image these administrators have of the 4-H program and their perceptions of it will likely determine the extent to which school resources are made available to the Extension staff.

Knowledge of 4-H

Eighty-eight urban school administrators were interviewed, either in person or by telephone. The school administrators varied considerably in their knowledge of the 4-H program. Several were well informed, but many others knew very little about the program. Before they were interviewed, several principals were not aware they had 4-H members in their schools. School administrators were seldom involved in 4-H advisory groups to the same extent that they served in leadership positions for Boy Scouts. Extension staff members varied from one urban area to another in the extent to which they kept school staffs informed about 4-H. However, all Extension staff members felt their relationships with the school administrators were extremely important.

Perception of Purpose of 4-H

School administrators defined the purpose of 4-H primarily as leadership and citizenship development or training of youth in manual and social skills. While several school administrators saw a need for 4-H in the city, many others did not, because of other youth organizations, the wide range of school activities and available recreational programs sponsored by local governments. Those who felt 4-H was needed in cities supported their stand by citing the practical value of 4-H projects and the way in which they supplement the school curriculum. Some principals were of the opinion that teachers, being trained in educational methods, were much more competent to develop an educational program for youth than were voluntary leaders.

These administrators saw no sharp and distinct differences between 4-H and other youth groups. None mentioned the organizational relationship between 4-H and the state land-grant university.

Cooperation With 4-H

Schools cooperated with 4-H in much the same manner as they do with any youth group, by providing meeting places and a channel for publicity and recruitment. Pressures are more and more being exerted to move the 4-H program out of the school in those cases where it is still conducted on school time. Even though most public schools offer home economics and crafts in the junior high grades, administrators generally approved the idea of members receiving training in similar projects. As for 4-H at an earlier age, most 4-H members are in the elementary grades. In general, school personnel are willing to cooperate with 4-H as long as it doesn't interfere with the organization and management of the school system. They view 4-H as an external organization.

Individuals in Civic Groups

When the Extension Service was originated it had a fairly close relationship with many civic groups, and these close linkages still exist in many places. These local groups are influential in providing financial resources to supplement money received from government and also to assist in coordinating youth activities. Officials in these civic groups interact with many different kinds of people in the urban communities and are in positions to provide political support. Their understanding of 4-H is important if it is to be extended to large numbers of boys and girls in urban areas.

In four cities, data were obtained from 10 respondents who were executive secretaries or directors of local civic groups or organizations. Three of the respondents represented Chambers of Commerce, three were associated with Community Chest groups, two were recreational directors and two were from social service agencies.

All respondents were fairly well acquainted with the Extension Service and specifically with 4-H. They knew the purpose of 4-H as being that of developing character and leadership of youth. Six of the 10 respondents felt there was no need for 4-H in the urban areas, and the other four were not sure. Those opposed to 4-H in the urban areas felt other youth organizations were already adequate to do the job and that 4-H would reach the same level of youth as the other groups do. A few individuals felt that the rural image of 4-H and its program would have to be changed drastically before 4-H could be successful in the city. Most of these respondents were also opposed to any additional governmental funds being allocated to 4-H work in the city. A few of the individuals felt that 4-H should not compete with other youth groups which are not tax supported, but they felt that the services of the university should be made available to all youth groups in the urban areas. Little evidence was found of active participation of 4-H agents in organizations which attempt to coordinate youth serving organizations and activities.

Staff Members of Other Youth Groups

The staff members of other youth groups in these areas perceived 4-H as a rural organization with a rural clientele. They were aware of 4-H attempting to adapt their program to the urban environment but did not feel this effort has met with much success. A few saw the unique purpose of 4-H as being that of imparting rural values to the urban youth, but realized that the rural image was a deterrent to the acceptance of 4-H in urban areas. These other youth groups were reaching the middle class youth, quite similar in status level to that of 4-H members. Staff members in national youth organizations were generally not very well acquainted with the Extension staff members in 4-H, nor with the 4-H program and organization.

General Public's Image of 4-H

Since the community is the reservoir of future 4-H members, it is important to know what the adults of the community think about 4-H. In two of the areas included in the study, Jackson and Nassau counties, information was obtained by telephone interviews from a sample of households. It included 87 in Jackson County, Missouri, and 104 in Nassau County, New York.

Approximately 90 percent of the adults in these areas had heard of 4-H. The predominant image these people have is that it is an organization for farm youth in which boys and girls are interested in plants and animals. These findings are supported by a recent study in a suburban area of Boston where the respondents viewed 4-H as an agricultural organization associated with the rural areas.

Slightly more than half of the people in Jackson and Nassau counties felt that 4-H was needed in the city. Most of the others were not sure.

Of those parents who had children of 4-H age, about half felt their children would be interested in being in 4-H. However, several of these people said their children were already in several organizations and they would have to make their own decision about joining 4-H.

CONCLUSIONS

The goals, objectives and procedures for 4-H Club work in Cooperative Extension seem to have become highly institutionalized and difficult to change in order to serve the urban clientele. Presently there is a great deal of confusion about the goals of the organization with respect to urban youth work and the purpose of 4-H in urban areas. Generally, a favorable attitude about conducting 4-H in urban areas exists at the state level. However, limited resources have been allocated for the purpose of providing a 4-H program for urban youth.

At the county level, the Cooperative Extension Service functions with varying degrees of local autonomy with respect to decision-making about program, organization and clientele. The county staffs included in this study had made relatively few and minor program changes to serve urban youth. The extent to which adaptations had been made seemed to depend on the following conditions: (1) the skills, interests and attitudes of the staff, (2) extent to which resources are provided by local government, (3) the degree of commitment on the part of the director or chairman of the county office to serve an urban clientele, (4) the extent of involvement of the staff members with the urban influentials of the power structure, (5) the skills, interests and attitudes of the supporting publics involved in assisting with the program, and (6) the support, assistance and encouragement from the state level to experiment with new approaches.

There is no clear answer to the question of success of 4-H in urban areas. The resources allocated to urban youth work have been small in most cities. It is difficult to measure the staff time devoted to 4-H in the urban area since many counties included rural and urban clientele and some staff members work with both youth and adult programs. The number of 4-H Club members per agent year equivalent in the urban counties in this study was about 480 with the range being from 238 to 991. In 1962 the average for the United States was 576 members per agent. One might logically expect more members per agent in areas with heavy concentration of youth.

Program quality was also difficult to assess, and no rigorous evidence was obtained about it. However, the objectives are generally ambiguous and defined at a high level of generalization so that they fail to provide specific direction for the educational program.

Youth who are above average in mental capacity and who value educational opportunities are attracted to the 4-H program. The 4-H program in the urban areas included in this study did not have many members from the lower socio-economic levels, especially those

residing in the core area of the city. The members generally live in the white collar suburban and fringe areas of the city. The 4-H program in urban areas reaches youth primarily in the 4th, 5th and 6th grades. A large majority of the membership is female.

In the urban social structure, linkage of the 4-H organization with groups outside Extension has been minimal except with the school. The 4-H program is generally planned and carried out through Extension-sponsored youth groups. People who are not directly involved in the Extension program do not perceive any differences between 4-H and other national youth groups. 4-H is somewhat competitive with other youth organizations in that it attracts youth from the same socio-economic status level although there is relatively little duplication of membership. Competition tends to come primarily from school activities and community recreational programs.

The publics of urban areas view 4-H as primarily a rural organization. This image is evidently difficult to change, perhaps because people are familiar with 4-H as being a successful youth organization for farm boys and girls. The symbols surrounding the Extension office and programs tend to reinforce this agricultural image. Publicity and project materials emphasize symbols which connote a rural orientation.

Although Extension staffs and 4-H leaders emphasize the desire to enroll youth from urban areas in the 4-H program, there is considerable desire to maintain traditional 4-H organizational identity. There is a vested interest expressed in maintaining the traditional organizational procedures, projects and methods of working with people and a reluctance to link with other groups which are also concerned with training youth.

While it is undoubtedly possible to locate many youth of a relatively young age to enroll in 4-H, one of the major barriers to expansion of the program has been locating and recruiting local leaders.

Influentials in the local urban situation have not been participants in the local 4-H program to any great extent. The major support for the 4-H program in these urban areas is provided by rural-oriented influentials, especially county government officials who appropriate the financial resources. As occupants of these official positions become more urban oriented the 4-H program will likely be subjected to more critical appraisal.

The attitudes, skills and competencies of many Extension staff members were developed for work in rural areas and do not seem adequate to help them effectively perform the role of an Extension agent in large urban areas. They tend to lack understanding of the power structure, communications system and culture of the urban society. The Extension staffs are likely to interact with and recruit for advisory committees individuals who have a rural value orientation. Urban industrialists and city governmental officials have generally not been viewed as major reference groups; thus, local Extension staffs have difficulty in establishing relationships with key urban

influentials. No doubt many staff workers could perform effectively the role of urban agents with additional training and organizational support.

Forces, such as interests of some staff members, decreasing farm numbers and increasing numbers of urban youth, have exerted pressure to change the goals, programs and procedures of Extension. However, external political support for the organization still rests primarily with agriculturally oriented groups who have a vested interest in the Extension Service focusing its attention on agricultural and rural problems. Stable bases of support among urban segments of society have not yet been identified and mobilized.

IMPLICATIONS

The following implications are based on the findings from this study and from observations made by the researchers in planning and implementing this research project. They are based on the assumption that the decision has been made to develop or further expand the 4-H program in urban areas.

These statements and questions should be subjected to further study, research and experimentation.

1. Policies--The intended policies of the Cooperative Extension Service about initiating or further developing 4-H in urban areas, with reasons for such action, should be identified and communicated to all personnel so that no doubt exists as to the intent or direction of the program. Such questions as these need to be answered: (a) What are the policies at national, state and local levels about serving urban youth? (b) What are the needs of urban youth in various socio-economic levels? (c) What can 4-H offer in satisfying these needs? (d) Who should be the "target" youth in urban areas?
2. Objectives--The objectives for an effective educational program must provide direction for what is to be taught and for what behavioral changes are intended. Personality development or leadership development of boys and girls are general objectives and do not provide specific direction for the desired learning experiences. The following questions need to be considered: (a) In what areas of youth development should the educational objectives for 4-H in urban areas concentrate? (b) What are the specific educational objectives of 4-H in urban areas?
3. Scope--In many ways, the scope of 4-H is being broadened to satisfy a wider variety of interests of youth. This is particularly true in the work in urban areas. Is this the desired direction, or should projects and activities be limited to those presently being offered in the program? If limited, what kinds of projects will be of interest to boys in urban areas? What subject matter areas or content should be included?
4. Image--The image that people have of an organization will determine, to a great extent, their participation in it. The image of 4-H is generally favorable but it is seen as a program for boys and girls in rural areas. Is it possible to change the image of 4-H? Do administrators want to change this image? Do local people want to change the image?

Should it be changed? If so, what changes are necessary in both the organizational structure and programs? What kind of an image is wanted? What would be the consequences of an image change in terms of traditional or new supporting publics? Does a change in image require two separate programs--one for rural youth and one for urban youth--hence, two images?

5. Orientation--An organization has a culture which reflects the organizational goals and methods and the attitudes and values of the staff. The 4-H organization has been closely associated with farm people and has tended to reflect rural values. This orientation traditionally has resulted in consensus between the 4-H organization and its clientele. There tends to be a divergence between 4-H organizational norms and goals and expectations of urban clientele. Is a new goal orientation needed in urban areas? Will a whole new set of symbols be needed around the Extension office? Will the agents themselves have to become more symbolic of urban professionals, in their dress, behavior and beliefs? Will agents themselves have to become committed to urban work the same way as county agents in rural areas are committed to work with farm people? How can the resources of the organization and the program reflect an urban culture? To what extent will there be incompatibility in working with urban people and farm people? Is it organizationally possible to assign priority to a program for rural young people and still develop an effective youth program in urban areas?
6. Personnel--The professional personnel in any organization serving urban people must have the needed skills and competencies to work effectively in an urban area. They must understand the urban social structure, the power structure of urban society, the types of programs needed and so on. They must have the abilities to gain the support of key urban influentials and to work with urban advisory committees in serving the urban population. The successful agent in rural areas is credited with having become an inherent part of the cultural milieu in which he works. Is it necessary for the agent in an urban area to become an integral part of the urban society? What kind of professional personnel are needed in the urban areas? Will staff need to be recruited from colleges other than agriculture and home economics? How many staff members are needed to develop an adequate program in a city?
7. Support--The success of a 4-H program depends to a great extent on the loyalty and support of local people. Most 4-H advisory groups are now organized on a county geographical basis. The traditional advisory group may not adequately understand the problems of serving the urban areas of a county with an effective program. Is a 4-H advisory group

needed in an urban area? What functions should it perform? On what basis should it be organized--a county, community or total metropolitan area?

8. Finances--Financial support is necessary for maintenance and growth of an effective youth organization. Representatives from local government with a rural background orientation have given strong financial support to the 4-H Club program because they understand it and agree with the goals. However, obtaining financial support from representatives of county government who do not have this rural orientation may be more difficult. Traditionally, the Extension agent working in the rural area has maintained personal and favorable associations with county government officials who allocate resources for 4-H Club work. To what extent will this method of informing government officials be effective in urban areas? What other methods will be necessary to inform government officials about the youth program? To what extent should voluntary private sources of funds be used in urban areas? Should 4-H members and leaders pay dues? Should financial support be sought from city government?
9. Relationship to Schools--The relationship of the 4-H program to the school system should be clearly defined. Although there is a trend away from 4-H Club meetings being held on school time, the school often provides the channel for publicity about the program and physical facilities for meetings. What should be the relationship between the school and the 4-H organization? Can the 4-H program supplement that of the school? Under what conditions should 4-H be conducted on school time? To what extent will voluntary leaders be acceptable within the school system if 4-H is conducted on school time? Should other organizations be persuaded to sponsor 4-H Clubs? What alternative channels are available for recruitment if the school is not used for this purpose? Should school administrators become more involved in 4-H advisory committees?
10. Leadership--The recruitment and training of voluntary leaders are essential for the maintenance and growth of the 4-H program. Most local leaders are motivated to serve in 4-H because they have children in 4-H. These leaders usually have short tenure. Undoubtedly, some means must be developed to train leaders in a relatively short time for their responsibilities. The roles of these leaders are becoming more specialized. Should more men be recruited for serving as leaders in urban areas? It may be desirable to make more use of experienced leaders as trainers of other leaders in subject matter areas and in organizing clubs. Should a formal training program be required of all leaders? How much and what kind of training do leaders in an urban area need, many

of whom are college graduates? How specialized should leader training be? Would more voluntary leaders be available in urban areas if the number and kind of leader responsibilities were limited? Should the administrative details required of leaders be reduced? In urban areas should 4-H have local sponsoring organizations, similar to Boy Scouts, as a source of volunteer leadership? Under what conditions, if any, should 4-H pay leaders?

11. Methods--The procedures and methods established by an organization should facilitate the accomplishment of the goals of the organization. Some of the procedural requirements of the 4-H program may come to be regarded as "ends" rather than as "means" to achieve the organizational goals. Should the requirements for membership be the same for both rural and urban 4-H members? Is it necessary for a member to carry a project for an extended period of time? Perhaps shorter projects designed as a definite series of lessons or educational experiences to be carried out by an individual or group under the supervision of a volunteer leader would be adequate. Should there be more emphasis on group projects as opposed to individual projects in urban areas? Should all projects be developed on an age-graded basis? What kinds of learning experiences in rural areas, such as record keeping, demonstrations and exhibiting projects, are applicable and effective in urban areas? Should record keeping be required only if the member desires to compete for county, state and national awards? Why can't a member rejoin 4-H if he has failed to complete a record the previous year?
12. Organizational Structure--The organizational structure of the 4-H program became institutionalized as it developed in rural areas. These patterns may not be adaptable to highly urbanized areas. Is the county as a unit of organization in metropolitan areas obsolete? To what extent is the community type 4-H Club compatible with that of the social organization of the urban area? Would small neighborhood groups of members about the same age and with the same interests be the most desirable format for the 4-H Club in the urban area? Should clubs be viewed as short-lived, and organized to pursue a specific area of interest after which the group may disband? Should the program and other organizational policies become more standardized in urban areas?
13. Role--Many youth serving organizations are available in urban areas. The 4-H organizer faces a highly competitive environment. The Extension agent as a representative of the land-grant university has access to many resources which might be useful to all youth organizations in an urban area. What should be the role of an Extension agent (4-H) in a predominantly urban county? Is one alternative that of a

catalyst and a coordinator--a resource person to other youth groups and organizations in the county? Is it possible that Extension's contribution to the development of boys and girls could also be realized through other groups as well as 4-H? To what extent would there be role conflict if the agent had to play the role of a 4-H organizer as well as a consultant to other youth programs? What might be the consequences for public support? What kind of training should this person have? How is this person legitimized as a youth specialist in the eyes of the officials of other youth organizations? What changes in organizational structure would be necessary at the university level?

APPENDIX I

Instrument used in collecting data from
various respondent categories

Urban 4-H Research Project, 1962

A. QUESTIONNAIRE FOR AGENTS

1. What is your name? _____
2. What is your home address? _____
3. What is the title of your present position? _____
4. What percentage of your time is spent on 4-H Club work? _____
5. What are your general responsibilities with respect to the 4-H program?
(List) _____
6. What do you see as the purpose of 4-H work in urban areas? _____
7. Does the purpose of 4-H in urban areas differ from that in rural areas?
(Check one)
_____ Yes _____ No
If yes, in what ways? _____
8. Do you feel that there is a need for 4-H in urban areas? (Check one)
_____ Yes _____ No _____ Not sure
Why do you feel this way? _____
9. Do you see any difference between 4-H and other organizations serving
youth? (Check one)
_____ Yes _____ No
If yes, what _____
10. What aspects of your job as an Extension agent working in an urban area do
you like most? _____
11. What aspects of your job as an Extension Agent working in an urban area do
you like least? _____

12. How satisfied are you with your present position as an Extension Agent in this urban area? (Check one)
- ☐ Extremely satisfied
☐ Satisfied
☐ Kind of dissatisfied
☐ Not satisfied at all
13. How satisfied are you with your present performance as an Extension Agent in this urban area? (Check one)
- ☐ Extremely satisfied
☐ Satisfied
☐ Kind of Satisfied
☐ Not satisfied at all
14. In your opinion, compared to 4-H work in rural areas, how important do the following people in this state think urban 4-H work is? (Check one column for each)

	More Important	About the Same	Less Important
Dean of Agriculture	_____	_____	_____
Director or Associate Director of Extension	_____	_____	_____
Supervisors	_____	_____	_____
Other agents	_____	_____	_____
Specialists	_____	_____	_____
State 4-H Club Office	_____	_____	_____

15. Do you feel you get about the same amount of personal satisfaction, more personal satisfaction, or less satisfaction than agents working with the 4-H program in rural areas?
- ☐ More personal satisfaction
☐ Same personal satisfaction
☐ Less personal satisfaction
- Why? _____
16. In what ways do urban 4-H members differ from rural members? _____
17. In addition to the projects that are now available what additional projects do you think should be added for urban 4-H work? _____

18. Do you feel that you have made any adaptations of the 4-H program to the urban area? (Check one)
_____ Yes _____ No
If yes, how? _____
19. What new projects have you started in this country for urban 4-H? _____
How successful were they? _____
20. What new activities or events (or changes in the old ones) have you started in this county for urban 4-H? _____
How successful were they? _____
21. Do you attend 4-H Club meetings? (Check one)
_____ Yes _____ No
If yes, approximately how many each year? _____
If yes, what do you generally do at the 4-H Club meetings? _____
22. In what ways do urban leaders differ from rural leaders? _____
23. What responsibilities do you have for leader training? _____
24. What method(s) or technique(s) have you found most effective in leader training? _____
25. Do you work with other youth organizations? (Examples: co-sponsor events, share literature, etc.) (Check one)
_____ Yes _____ No
If yes, give specific examples _____
If no, why not _____
26. Do you feel that Extension should work with other youth organizations? (Check one)
_____ Yes _____ No
If no, why not? _____
27. Do you work with youth in any way other than through 4-H? (Check one)
_____ Yes _____ No
If yes, how? _____

28. In doing urban 4-H work how important is it to get support from each of the following groups:

Groups	Extremely Important	Important	Not Very Important	Not Impor- tant At All
a) Other youth groups	_____	_____	_____	_____
b) Church groups	_____	_____	_____	_____
c) Civic groups	_____	_____	_____	_____
d) Labor groups	_____	_____	_____	_____
e) Farm organizations	_____	_____	_____	_____
f) Schools	_____	_____	_____	_____
g) Businessmen	_____	_____	_____	_____
h) City government (and departments)	_____	_____	_____	_____

Comments: _____

29. How adequately have the following been adapted to 4-H Club work in urban areas. (Check one column for each item)

Items	Extremely Adequate	Adequate	Inadequate	Not Ade- quate At All
a) Specialist Assistance	_____	_____	_____	_____
b) Supervisory Assistance	_____	_____	_____	_____
c) 4-H projects	_____	_____	_____	_____
d) Bulletins and circulars	_____	_____	_____	_____
e) 4-H Organizational and Publicity Materials	_____	_____	_____	_____

30. What kind of additional support or help from the state level would you like? _____

31. What difficulties do you encounter in working with state staff on the urban Extension program? _____

32. Were you ever a 4-H member? (Check one)

☐ Yes ☐ No

33. Where were you born and reared? (Check one)

☐ On a Farm
☐ In a rural non-farm area
☐ In a town under 2,500
☐ In a city 2,500 - 10,000
☐ In a city over 10,000

34. How long (years and months) have you been employed by the Cooperative Extension Service? _____

35. What positions have you held in the Cooperative Extension Service?

Position

Where

When

a)

b)

c)

d)

e)

36. What other professional employment have you had? _____

37. What college degree(s) do you hold?

Degree

Major

Year
Graduated

a)

b)

c)

d)

38. Have you had any other formal training to help you with Urban Extension Work? (Check one)

☐ Yes ☐ No

If yes, what? _____

39. What kind(s) of other professional training would you like to receive to assist in your responsibilities in urban Extension work? _____
40. What books or magazines do you find most helpful for your job in working with urban people? _____
41. What professional groups or organizations do you belong to? (List)
- a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
42. What community or civic groups or organizations do you belong to? (List)
- a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
43. What is your age? _____
44. Are you married? (Check one)
- _____ Yes _____ No
- If yes, how does your wife (husband) feel about living in this urban area? (Check one)
- _____ Likes it a great deal
 - _____ Thinks it is okay
 - _____ Doesn't really care
 - _____ Doesn't like it at all
45. How successful do you feel you have been in developing an urban 4-H program in this area? _____
46. In the future, what changes in Extension do you feel are necessary in the development of an effective urban Extension program? _____

Urban 4-H Research Project, 1962

B. QUESTIONNAIRE FOR LEADERS

1. What is your name? _____
2. What is your address? _____
3. What is the name of your 4-H Club? _____
4. How many years (not counting 1963) have you served as a 4-H leader? _____
5. What are your responsibilities as a 4-H leader? _____
6. Were you ever a 4-H member? (Check one)
_____ Yes _____ No
7. Are you now or have you been a leader in any other youth organization? (Check one)
_____ Yes _____ No
If yes, in what youth organization(s)? (List)
a) _____
b) _____
c) _____
8. Do you see any difference between 4-H and other organizations serving youth?
_____ Yes _____ No
What? _____
9. Did you have any Junior Leaders in your club last year? (1962)
_____ Yes _____ No
If yes, what kinds of things did they do? (List)
a) _____
b) _____
c) _____
10. How many other adult leaders worked with your club last year? (1962) _____

11. How many members were in your club last year (1962)? _____
Is this number:
_____ Too many
_____ About right
_____ Too few
12. Where did your 4-H Club meet most often last year (1962)? (Check one)
_____ In a home
_____ In a school
_____ In a community or recreation center
_____ In a church
_____ In some other place
13. How many 4-H Club meetings (only general or organizational) did your club have last year (1962)? _____
14. Did your 4-H Club have committees last year (1962)? (Check one)
_____ Yes _____ No
If yes, how many? _____
15. How many of the parents of the members in your 1962 club did you talk with personally?
_____ All of them
_____ Most of them
_____ About half
_____ Few of them
_____ None of them
16. What activities did your 1962 club have other than members' projects? (Please list)
a) _____
b) _____
c) _____
d) _____
17. Young people in a community consider it more of an honor or prestige to belong to one organization than another. If you think of all the youth organizations in this community, in which of the following groups do you think the youth in this community would put 4-H?
_____ In the top group
_____ In the group next to the top
_____ In the group next to the bottom
_____ In the bottom group
Why do you feel this way? _____

18. What do the fathers of your 4-H Club members do for a living?
Please list approximately what percent of their fathers are professional workers, what percent are businessmen, what percent are salesmen or clerks, and what percent are skilled or unskilled laborers? (Totals should add up to 100%)
- ☐ Professional workers (Doctors, lawyers, etc.)
☐ Businessmen
☐ Salesmen or clerks
☐ Skilled or unskilled laborers
19. What do you see as the purpose of 4-H Club work? _____
20. In general, what image do your friends have of 4-H? _____
21. Have you ever heard of the Cooperative Extension Service (Agricultural and Home Economics Extension)? (Check one)
- ☐ Yes ☐ No ☐ Not sure
22. If yes, have you ever contacted it or participated in its program in any of the following ways? (Other than 4-H Club work)
- Meetings, demonstrations, workshops or tours
☐ Yes ☐ No
- Called or visited the office
☐ Yes ☐ No
- Belong to Extension Homemakers' Club
☐ Yes ☐ No
- Heard radio or TV program or read article in newspaper
☐ Yes ☐ No
- Received information through mail
☐ Yes ☐ No
23. What do you feel is the most important part of 4-H? _____
24. What do you feel is the least important part of 4-H? _____
25. Members have the opportunity to do a variety of things through 4-H. Rate each of the following on how valuable or beneficial you feel it is to the members. (Check one column for each item)
- | Opportunity: | Very Valuable | Quite Valuable | Not Very Valuable | No Value At All |
|---|---------------|----------------|-------------------|-----------------|
| (a) To make some new and different things. | _____ | _____ | _____ | _____ |
| (b) To teach other boys and girls things they learned in 4-H. | _____ | _____ | _____ | _____ |

Opportunity:	Very Valuable	Quite Valuable	Not Very Valuable	No Value At All
(c) To have the opportunity to work on community club projects such as "safety, " "clean-up-week" and "conservation."	_____	_____	_____	_____
(d) To meet new and interesting friends.	_____	_____	_____	_____
(e) To be able to earn some additional money.	_____	_____	_____	_____
(f) To be able to learn some new things.	_____	_____	_____	_____
(g) To lead other boys and girls in doing different things.	_____	_____	_____	_____
(h) To learn new things I couldn't otherwise.	_____	_____	_____	_____
(i) To be able to participate in games and sports.	_____	_____	_____	_____
(j) To be able to win some prizes.	_____	_____	_____	_____
(k) To be able to travel and visit a lot of new places.	_____	_____	_____	_____
(l) To be able to work with other boys and girls on group activities.	_____	_____	_____	_____

26. In general, how satisfied have you been with your 4-H Club experience?

- ☐ Very satisfied
☐ Quite satisfied
☐ It was so-so
☐ Not very satisfied
☐ Not satisfied at all

Why do you feel this way? _____

27. How satisfied were you with the 4-H projects available for members to take this past year (1962)? (Check only one)

- ☐ Very satisfied
- ☐ Quite satisfied
- ☐ They were so-so
- ☐ Not very satisfied
- ☐ Not satisfied at all

28. How often did you talk to an Extension agent about 4-H this past year?

29. How satisfied do you feel with the amount of say you have on how things were run in your club last year? (1962) (Check only one)

- ☐ Very satisfied
- ☐ Quite Satisfied
- ☐ They were so-so
- ☐ Not very satisfied
- ☐ Not satisfied at all

Why do you feel this way? _____

30. Here are some ideas about how to make 4-H Club work better. We are interested in what you think about each idea. Please check one column for each idea.

Ideas	Agree	Disagree	Don't Know
More parent participation	_____	_____	_____
A new name for 4-H (Not your local club)	_____	_____	_____
Fewer 4-H members (Not in your club)	_____	_____	_____
Better project materials (Bulletins, circulars, etc.)	_____	_____	_____
Have uniforms for 4-H members	_____	_____	_____
More tours and trips	_____	_____	_____
Fewer recreation activities	_____	_____	_____
More help from leaders	_____	_____	_____

- | Ideas | Agree | Disagree | Don't
Know |
|--|-------|----------|---------------|
| More prizes and awards | _____ | _____ | _____ |
| 4-H members should not
have to take a project | _____ | _____ | _____ |
| More help from Extension
agents | _____ | _____ | _____ |
| More camping activities | _____ | _____ | _____ |
| More interesting meetings | _____ | _____ | _____ |
| More and different projects | _____ | _____ | _____ |
31. What changes do you think need to be made in 4-H in order to attract large numbers of boys and girls in this community? _____
32. Please complete the following sentence:
I became a 4-H leader because _____
33. What did you know about 4-H before you became a leader? _____
34. Who was most influential in your becoming a 4-H leader? _____
- ☐ My child(ren)
☐ Other 4-H members
☐ Other 4-H leaders
☐ Parent(s)
☐ Extension staff member
☐ Other (Who? _____)
35. Did you help to organize the club in which you are now a leader?
(Check one)
☐ Yes ☐ No
36. Did you receive any training last year (1962) for your 4-H leader responsibilities? (Check one)
☐ Yes ☐ No
 If yes, what kinds of training? _____
37. Did you feel a need for more training than what you received? (Check one)
☐ Yes ☐ No
 If yes, what kinds of training? _____

38. How much of the printed material that the Extension agents sent you did you find time to read? (1962) (Check only one)
- ☐ All of the material
 - ☐ Most of the material
 - ☐ About half of the material
 - ☐ A small part of the material
 - ☐ None of the material
39. What problems or difficulties did you have in being a 4-H leader last year (1962)? (Please list) _____
40. What about your job as a 4-H leader do you like most? _____
41. What about your job as a 4-H leader do you like least? _____
42. How much satisfaction do you find from your job in 4-H?
- ☐ Very much
 - ☐ Quite a bit
 - ☐ Some
 - ☐ Not very much
 - ☐ None
43. How do you feel about the amount of time you spend on 4-H?
- ☐ Takes too much of my time
 - ☐ About right
 - ☐ Willing to spend more
44. Are you:
- ☐ Male ☐ Female
45. How many years have you lived in this community? _____
46. Where did you live before moving to this community? (Check one)
- ☐ Another part of this city
 - ☐ City (other than this one)
 - ☐ Small town or village
 - ☐ Open country (not on a farm)
 - ☐ On a farm
 - ☐ Lived here all my life
47. Did you ever live on a farm? (Check one)
- ☐ Yes ☐ No
48. (If man) what do you do for a living? What is your job or occupation?
- _____

49. (If woman) do you work outside the home?
 _____ Yes _____ No
 (What do you do? _____)
50. (If woman) What is your husband's job or occupation? _____
51. What was the last grade of school you completed? _____
52. Do you have any children?
 _____ Yes _____ No
 (What are their ages: _____)
53. Do you now have any children in 4-H?
 _____ Yes (How many? _____)
 _____ No
 If no, did you ever?
 _____ Yes _____ No
54. About how old are you? Please check one
 _____ Under 21 years
 _____ 21 to 24 years
 _____ 25 to 29 years
 _____ 30 to 34 years
 _____ 35 to 39 years
 _____ 40 to 44 years
 _____ 45 to 49 years
 _____ 50 to 59 years
 _____ 60 and over
55. What is your religious preference?
 _____ Protestant (What denomination? _____)
 _____ Catholic
 _____ Jewish
 _____ Other (What) _____
56. How often do you attend a religious service?
 _____ Weekly
 _____ Monthly
 _____ Few times a year
 _____ Seldom or never

57. In which one of the following categories would your 1962 total family income fall?

- ☐ Less than \$2,000
☐ \$2,000 - \$3,999
☐ \$4,000 - \$5,999
☐ \$6,000 - \$7,999
☐ \$8,000 - \$9,999
☐ \$10,000 - or more

58. In which of the following groups of organizations or clubs are you a member? Please indicate the number of organizations or clubs in each group to which you belong?

Type of Organization or Club	I am a member in: (Circle the correct number)				
a. Civic, community or business groups	0	1	2	3	4
b. Professional groups	0	1	2	3	4
c. Farm organizations	0	1	2	3	4
d. Recreational, sport, hobby groups	0	1	2	3	4
e. Church and church connected groups	0	1	2	3	4
f. School or parent-teacher groups	0	1	2	3	4
g. Charitable and Welfare groups	0	1	2	3	4
h. Veterans' groups	0	1	2	3	4
i. Other (What) _____					

Urban 4-H Research Project, 1962

C. QUESTIONNAIRE FOR MEMBERS

1. What is your name? _____
2. What is your home address? _____
3. What is the name of your 4-H club? _____
4. What is the name of your school? _____
5. What grade in school are you in? _____
6. Are you: Boy ____; Girl ____
7. How old are you? _____
8. How many brothers and sisters are in your family?
____ brothers
____ sisters
9. Have any of your brothers or sisters ever been 4-H members? (Check one)
____ Yes
____ No
____ Don't have brothers or sisters
10. Was your father ever a 4-H member? (Check one)
____ Yes ____ No
11. Was your mother ever a 4-H member? (Check one)
____ Yes ____ No
12. Have either one of your parents ever been a local 4-H Club Leaders?
(Check one)
____ Yes ____ No
13. Is your father a 4-H leader now? (Check one)
____ Yes ____ No

14. Is your mother a 4-H leader now? (Check one)
_____ Yes _____ No
15. How many years (including 1963) have you been a 4-H member? _____
16. Have you enrolled as a 4-H member for 1963?
_____ Yes _____ No
If no, what are the reasons you have not re-enrolled? _____
17. Complete the following statement: "I joined 4-H because _____
18. Who had the most to do with your becoming a 4-H member? (Check only one)
_____ Friends
_____ Parents
_____ Brothers or Sisters
_____ Extension Agents (4-H Agents)
_____ School Teacher
_____ 4-H Leader
_____ Other (who) _____
19. Were you an officer in your 4-H Club last year (1962)? (Check one)
_____ Yes _____ No
If yes, please check the office you held:
_____ President
_____ Vice-President
_____ Secretary
_____ Treasurer
_____ Reporter
_____ Recreation or Song Leader
_____ Other (_____)
20. Were you a junior leader last year (1962)? (Check one)
_____ Yes _____ No
21. How often did you attend 4-H Club (Project and general) meetings last year (1962)? (Check one)
_____ Always (attended all the meetings)
_____ Most of the time (almost all of the meetings)
_____ Sometimes (attended about 1/2 the meetings)
_____ Seldom (attended a few meetings)
_____ Never (did not attend any meetings)

22. How often did one or both of your parents attend 4-H Club meetings with you last year? (1962) (Check one)
- ☐ Always (attended all the meetings)
☐ Most of the time (almost all of the meetings)
☐ Sometimes (attended about 1/2 the meetings)
☐ Seldom (attended a few meetings)
☐ Never (did not attend any meetings)
23. How interested are your parents in your belonging to 4-H? (Check one)
- ☐ Very interested
☐ Interested
☐ They do not care
☐ They do not want me to join
24. Check all of those things listed below which you did last year (1962) as a member:
- ☐ Gave a 4-H demonstration (at county level)
☐ Participated in a speaking contest
☐ Participated in a judging activity
☐ Attended a 4-H camp
☐ Attended the achievement banquet or program
☐ Attended a district or state 4-H event
☐ Exhibited my project(s) at county, district or state events
☐ Other (name) _____
25. What things do you like best about 4-H? _____
26. What things do you like least about 4-H? _____
27. What do you feel is the purpose of 4-H Club work? _____
28. Through 4-H Club work you are able to do a variety of things. How valuable or beneficial to you were each of the following. (Check one column for each item)

	Very Valuable	Quite Valuable	Not Very Valuable	No Value At All	Did Not Do
a) To make new and different things.	_____	_____	_____	_____	_____
b) To teach other boys and girls the things I learned in 4-H.	_____	_____	_____	_____	_____

Opportunity	Very Valuable	Quite Valuable	Not Very Valuable	No Value At All	Did Not Do
c) To work on community club projects such as "safety," "clean-up-week" and "conservation."	_____	_____	_____	_____	_____
d) To meet new and interesting friends.	_____	_____	_____	_____	_____
e) To earn additional money.	_____	_____	_____	_____	_____
f) To work with other boys and girls on things for poor or handicapped children and old people.	_____	_____	_____	_____	_____
g) To lead other boys and girls in doing different things.	_____	_____	_____	_____	_____
h) To learn new things I couldn't otherwise.	_____	_____	_____	_____	_____
i) To participate in games and sports.	_____	_____	_____	_____	_____
j) To win some prizes.	_____	_____	_____	_____	_____
k) To travel and visit a lot of new places.	_____	_____	_____	_____	_____
l) To work with other boys and girls on group activities.	_____	_____	_____	_____	_____

29. How satisfied were you with your 4-H experience this past year (1962)?
(Check one)

- ☐ Very satisfied
☐ Quite Satisfied
☐ It was so-so
☐ Not very satisfied
☐ Not satisfied at all

30. What project(s) did you take in 1962? (Please list)
- a) _____
- b) _____
- c) _____
- d) _____
31. Could you have taken project(s) other than the one(s) you took in 4-H this past year (1962)? (Check one)
- _____ Yes _____ No
32. How satisfied were you with the 4-H projects available for you to take this past year (1962)? (Check only one)
- _____ Very satisfied
- _____ Quite satisfied
- _____ They were so-so
- _____ Not very satisfied
- _____ Not satisfied at all
33. The things I liked most about the project or projects I had in 4-H were: (Check as many as you want to)
- _____ The money I received
- _____ The new ideas and skills I received
- _____ The good feeling of having something I could say belonged to me
- _____ The thrill of being able to exhibit or show my projects
- _____ The thrill of winning over the other boys and/or girls
- _____ Something else (what was it?) _____
34. How much do you feel 4-H members learn by keeping records on their project(s)?
- _____ A great deal
- _____ Quite a bit
- _____ Not very much
- _____ Not anything
35. Here are some ideas about how to make 4-H Club work better. We are interested in what you think about each idea. Please check one column for each idea.

Ideas	Agree	Disagree	Don't Know
More parent participation	_____	_____	_____
A new name for 4-H (Not your local club)	_____	_____	_____

Ideas	Agree	Disagree	Don't Know
Fewer 4-H members (Not in your local club)	_____	_____	_____
Better project materials (Bulletins, circulars, etc.)	_____	_____	_____
Have uniforms for 4-H members	_____	_____	_____
More tours and trips	_____	_____	_____
Fewer recreation activities	_____	_____	_____
More help from leaders	_____	_____	_____
More prizes and awards	_____	_____	_____
4-H members should not have to take a project	_____	_____	_____
More help from Extension agents	_____	_____	_____
More camping activities	_____	_____	_____
More interesting meetings	_____	_____	_____
More and different projects	_____	_____	_____

36. What does your father do for a living? What is his job or occupation?
 (If he works in a large place, write down what job he does there.
 Like: Truck driver, mechanic, bookkeeper, salesman, teacher,
 businessman.) _____

37. Does your mother have a job outside the home?
 _____ Yes _____ No

38. In which of the following groups of organizations or clubs are you a member? Please indicate the number of organizations or clubs in each group in which you are a member.

Group of Organizations or Clubs	I am a member in: (Circle the correct number)				
Church Group(s) or Club(s) -- (Temple Youth, CYO, B'nai B'rith, Youth Fellowship)	0	1	2	3	4
School Group(s) or Club(s) -- Math Club, Science Club, Literary Club, Student Council, Lettermens Club, etc.	0	1	2	3	4
Other School Group(s) or Club(s) -- Athletic teams, chorus, band debate team, etc.	0	1	2	3	4
Hobby Group(s) or Club(s) -- Hot Rod Clubs, Radio Club, etc.)	0	1	2	3	4
Other Youth Group(s) or Club(s) -- Boy Scouts, Girl Scouts, Camp Fire Girls, etc.	0	1	2	3	4

39. Do you live on a farm?
 _____ Yes _____ No
 If no, did you ever live on a farm? _____

40. What is your religious preference? (Check one)
 _____ Protestant
 _____ Catholic
 _____ Jewish
 _____ Others (List) _____

41. Now we are interested in some things about your home. Please write in how many of these things you have at home?

- a) Telephone(s) _____
- b) Automobile(s) _____
- c) Television Set(s) _____
- d) Bathroom(s) _____
- e) Stereophonic or Hi fi phonograph(s) _____

Now About Yourself

- a) Do you have your own bedroom?
_____ Yes _____ No
- b) Do you take a weekly paid music or dancing lesson?
_____ Yes _____ No
- c) During this past year, did you travel outside your home state?
_____ Yes _____ No

"THANK YOU"

Urban 4-H Research Project, 1962

D. QUESTIONS FOR SELECTED INDIVIDUALS
In Governmental or Civic Groups,
Extension Advisory Committees and Schools

1. What is your name? _____
2. What is your home address? _____
3. What is your position? _____
4. What are your responsibilities in this position? _____
5. How long a term do you serve in this position? _____
How did you get this position? _____
How long have you served in this position? _____
6. How well acquainted are you with what the Cooperative Extension Service (County Agents or Agricultural and Home Economics Extension) is doing? _____
7. How well acquainted are you with what the Extension Service is doing in 4-H? _____
8. What do you see as the purpose of 4-H Club work? _____
9. Do you feel that there is a need for 4-H in urban areas? (Check one)
_____ Yes _____ No _____ Not sure
Why do you feel this way? _____
10. Of what value (benefits) is 4-H Club work for youth in urban areas?

11. Do you see any difference between 4-H and other organizations serving youth? (Check one)
_____ Yes _____ No
If yes, what? _____
12. How successful do you feel urban 4-H work is in this urban area?

Additional Questions for Individuals
in Governmental or Civic Groups

1. How far should the Cooperative Extension Service go in using its resources (funds and personnel) to serve urban youth with 4-H Club work?

2. How do you feel about having your local governing unit (county and city) provide resources (funds and personnel) for urban 4-H Club work?
County _____
City _____

Additional Questions for Individuals in Schools

1. Do you cooperate with the Extension Agents in doing urban 4-H Club work?
_____ Yes _____ No
If yes, how? _____
If no, why not? _____
2. Do you feel you should cooperate with the Extension agents in doing urban 4-H Club work? (Check one)
_____ Yes _____ No
Why or Why Not _____
3. In what way(s) can 4-H Club work supplement the school curriculum?

4. What policies does your school now have for working with groups such as 4-H? _____
Should these policies be changed? _____
5. Are your policies different for 4-H and other youth groups?
_____ Yes _____ No
If yes, why? _____
6. What is the feeling of your school board about the school cooperating with the 4-H program?
7. What is the feeling of your teachers about cooperating with the 4-H program? _____
8. In the future what do you think will be the relationships of school and youth group such as 4-H? _____

Additional Questions for Individuals on Extension
Advisory Committees

1. Who should the Cooperative Extension Service (Agricultural and Home Economics Extension) serve in this county? _____
Should priorities be established for urban vs. rural people? (Check one)
_____ Yes _____ No
What should they be? _____
2. What policies does your committee now have with respect to urban 4-H Club work? _____
3. To what extent is there agreement among your committee members on urban 4-H work? _____
4. What do you see as the difference between urban and rural 4-H Club work? _____

E. TELEPHONE QUESTIONNAIRE

General Public

1. Have you ever heard of 4-H?
☐ Yes ☐ No ☐ Not sure
2. When you think of 4-H, what is the first thing that comes to your mind,
(what does it mean to you)? _____
3. Do you feel 4-H is needed in this city?
☐ Yes ☐ No ☐ Not sure
4. Do you have any children at home between the ages of 8-14?
☐ Yes ☐ No
5. (If yes) would you be interested in having them join 4-H?
☐ Yes ☐ No ☐ Not sure
6. Respondent:
☐ Male
☐ Female

APPENDIX II

THE 4-H PROGRAM IN PHILADELPHIA

Introduction

The Philadelphia Cooperative Extension Service is financed by federal and state funds. No funds are provided by the city (or county) of Philadelphia. The 4-H program receives additional support from a Sears Roebuck Foundation grant.

The first 4-H club was organized in Philadelphia in 1933 as a Home Economics club with 10 members. In 1934 a tomato club and a flower club were organized with 40 members. Membership continued relatively low for several years, so that by 1950 there were only 10 4-H clubs with a membership of 162, all girls. An increase in enrollment occurred toward the end of the decade so that in 1959 the membership was 618. The number of 4-H members increased slightly since that time to 852 in 1963. The 1963 figure is a slight decrease from 996 members in 1962. The sponsorship of 4-H Clubs by the Garden Association was a major factor in membership increase.

There are two extension staff members in Philadelphia, a county agent and a home economist. In 1963, the home economist worked 78 days on 4-H and the county agent 59, for a total of 137. The county agent did practically nothing with 4-H work until 1960, when the Neighborhood Garden Association began sponsoring some garden clubs.

An area 4-H agent has recently been added to the extension staff to work with agents in the five-county Philadelphia metropolitan area. The purpose of this area agent is to assist the various counties with 4-H work in the urban areas and to experiment with new programs. His position is financed by state and federal funds.

Membership

The enrollment in 1963 was 852; 731 were girls and 121 boys. There were 78 4-H clubs with 81 leaders.

Four hundred and fifty-seven, or slightly over half of the members, were 10 to 12 years of age. Four hundred and twenty-four, or almost half, were first year members. Thirty-three have been in 4-H six years or longer.

Projects

Until 1961 practically all the enrollment was in clothing and foods with the major share being in clothing. In 1963, 498 members were enrolled in "plan and plant for beauty" and "beautification of the home grounds" projects, 433 in clothing, 28 in food, 28 in home furnishings, 17 in home management, 26 in family living, 12 in vegetables, and 8 in handyman.

Program

There are two major types of 4-H programs in Philadelphia. The more traditional type program is in Home Economics projects with major emphasis on clothing. Members include both negro and white, but almost all are from middle class families.

The other type of program is the Neighborhood Improvement Club program which is co-sponsored by the Neighborhood Garden Association of Philadelphia and the Agricultural Extension Service under a grant from the Sears Roebuck Foundation. The Neighborhood Garden Association has organized over 350 blocks in the low-income negro section of Philadelphia. The Neighborhood Garden Association has a negro executive secretary, trained in social work, who works full time in organizing blocks and assisting with the 4-H program. 4-H clubs are sponsored by blocks. The membership in this garden program, 85% negro, is approximately 300, of which about 100 are boys. About 40 local leaders work with this program. The projects are limited to plants, lawns and shrubs, really a junior garden program.

The Sears Roebuck Foundation has provided about \$80 per club to finance cost of the soil and the fencing. Each club has a garden planted in a vacant lot in scattered sections of the low-income part of the city. Each garden plot is planned as a whole and every member has his or her section to plant and care for. One 4-H club undertook a community project in planting and maintaining a 150 foot flower border in the city hall courtyard. Individual gardens are judged in the fall and awards are presented at achievement night. An annual bus trip makes it possible for members to visit each others gardens and to have a picnic lunch together. An essay contest is also held. An annual banquet is held for leaders.

Christmas workshops are held by these 4-H clubs. The members make wreaths, dish gardens and other festive decorations as a money making project.

The Committee of Volunteers, a part of the Philadelphia Neighborhood Garden Association, help with organizing and planning 4-H projects. They assist with the 4-H leaders workshops, they help organize the bus tour and picnic, and they are hosts to local leaders for an annual trip to the country. The association, in cooperation with the Agricultural Extension Service, has established a demonstration plot in the low-income area at which leader training is conducted. A fourth of a city block has been planted to demonstrate how 4-H flowers and vegetable projects may be grown in the city. Recently the county agent has assumed most responsibilities of the volunteer committee.

Opinions of Staff

(1) Urban clubs lend themselves to one project or closely related projects.

(2) Urban members seem to like 4-H ceremonies, buttons, hats, etc.

(3) Short term urban clubs work better than long term ones.

(4) The word "rural" is deemphasized and removed from the literature.

(5) Projects for city boys are a real problem.

(6) Community clubs organized in parochial schools have been fairly successful.

(7) Agents work through existing organizations like churches and schools. The staff is exploring the possibility of developing 4-H clubs through the Philadelphia housing projects.

(8) Parents are better leader recruiters than agents.

(9) There is a need for materials for Spanish migrants and for retarded and handicapped children. A project was started with a Puerto Rican group but it was unsuccessful because materials were not adapted to their language.

(10) Other difficulties encountered were: summer project work, lack of 4-H tradition in urban areas, low attendance at leader training meetings, finding capable leaders in low socio-economic areas and finding men leaders for boys clubs.

THE 4-H PROGRAM IN CHICAGO

Introduction

In August 1957, the first 4-H Club was formed in the city of Chicago. John B. Clark¹ of New York gave \$10,000 for each of three years to start the program which would provide urban youth with training similar to that which was available to farm boys and girls. A professional staff of two--Lawrence Biever and Anna Rose Biever--served the program. In 1963 the program was operating on a budget of \$36,000 of which about \$7,500 was provided by a local advisory board. The remaining portion came from federal and state funds administered by the University of Illinois.

Membership

In 1963 there were 102 clubs in the city of Chicago with 1,552 members. They had 160 adult voluntary leaders and approximately 175 junior leaders. This was an increase from 375 members in 28 clubs in 1957-58. Approximately 50 percent of the first year members re-enrolled for a second year. About 75 percent of the membership is enrolled in a parochial school.

Organization

A club must have at least 10 members and an adult voluntary leader to be organized as a 4-H Club. Meetings are generally held in the homes of members. The 4-H Clubs are organized on a community club basis with the members being able to take any project available in the program. Each club has one general leader, and the members from various clubs meet with a project leader for project training. The professional 4-H staff visit a new club several times during its first year.

There is a junior leader's association but no adult leader's association in Chicago. The leader training in organizational policies and procedures is done through leader workshops which are held throughout the city. There is very little training given the leaders in the content of the projects. Capable project leaders are available for training of the members.

¹ President of Coats and Clark, Inc.

Projects

The projects enrolled in most often by the members included clothing, foods, mosaics, photography and read-a-book. About 50 percent of the projects taken were either clothing or foods. Other projects available included baby sitting, art, candlemaking, leathercraft, metal work, plastics, wood-working, science and mechanics.

The Chicago 4-H Association

In October 1959, the Chicago 4-H Association was formed and the articles of incorporation were filed. The association has a board of directors who are responsible for the fund raising campaign. in 1963 the association raised about \$7,500 for the 4-H program.





